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ABSTRACT

The main portion of this study is devoted to the determination of needs for health, education and social welfare services of the Spanish speaking in Chicago, and to draw inferences about the degree to which Department of Health, Education and Welfare (HEW) funds and services in Chicago are reaching this specific minority and the extent to which these funds/services are having an impact upon them. Chicago's fastest growing minority group, and one of its most economically disadvantaged is the Spanish speaking. Specific evaluation objectives included: (1) compiling valid and reliable estimates of the true Spanish speaking population in Chicago; (2) compiling valid and reliable estimates of the extent to which existing HEW supported services in the areas of health, education and social welfare services were reaching the Spanish speaking population; (3) ascertaining the types and relative importance of needs of the Spanish speaking in the areas of health, education and social welfare services; and (4) providing a series of recommendations upon which HEW can base the future programming of target services and funding decisions to most effectively reach the Spanish speaking. (Author/JM)

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VOLUME I
Of a Two Volume Report

Assessment of the Principal Needs of the Spanish-Speaking in Chicago

Findings, Conclusions, and Recommendations

Prepared for Region V,
Dept. of Health, Education and Welfare
Under Contract No. HEW-5-73-0101

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VOLUME I: Assessment of the Principal Needs of the Spanish-Speaking in Chicago

Findings, Conclusions and Recommendations

VOLUME II: Street Project Evaluations

Findings, Conclusions and Recommendations

UD 015961

All statements contained in the report are those of the contractor and not necessarily those of the Department of Health, Education and Welfare

ABSTRACT

Assessment of the Principal
Needs of the Spanish-Speaking
in Chicago

and

Evaluation of Street Projects
for the Spanish-Speaking
in Region V, HEW

HEW-5-73-0101

Title: Volume I -- Assessment of the Principal Needs of the Spanish-Speaking in Chicago

Contract Number: HEW-5-73-0101

Sponsor: Department of Health, Education and Welfare
Region V - Chicago, Illinois

Contractor's Name and Address:

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Page Reference

I. Statement of Problem

1-35 Chicago's fastest growing minority group, and one of its most economically disadvantaged, is the Spanish-speaking. The major portion of this study is devoted to the determination of needs for health, education and social welfare services of the Spanish-speaking in Chicago, and to draw inferences about the degree to which HEW funds and services in Chicago are reaching this specific minority and the extent to which these funds/services are having an impact upon them.

II. Evaluation Objectives

Specific Evaluation Objectives included:

1 A. Compiling valid and reliable estimates of the true Spanish-speaking population in Chicago.

35 B. Compiling valid and reliable estimates of the extent to which existing HEW-supported services in the areas of health, education and social welfare services were reaching the Spanish-speaking population.

89 C. Ascertaining the types and relative importance of needs of the Spanish-speaking in the areas of health, education and social welfare services.

117 D. Providing a series of recommendations upon which HEW can base the future programming of target services and funding decisions to most effectively reach the Spanish-speaking.

III. Evaluation Methodology

1-34 A. Estimates of the size of the true Spanish-speaking population in Chicago were computed utilizing 1970 Census data enriched with comparisons from public

Page Reference

elementary and high school populations in Chicago, known estimates of the 1970 U.S. Census undercounts, and data drawn from a variety of other official sources. Supplementary data was drawn from a survey conducted as a part of III, C, below.

35-37 B. Estimates of the extent to which existing HEW-supported services in the areas of health, education and social welfare were reaching the Spanish-speaking population were developed through direct personal, telephone and mail contacts with all of the HEW-supported agencies in Chicago which serve a client population.

78-81
82-84
83-88
89-91 C. In order to ascertain the types, and relative importance of needs which are currently being unmet, 732 Spanish-speaking respondents were drawn from HEW-supported agencies and interviewed by trained, bilingual staff. Further, interviews with agency staffs and other individuals who have demonstrated concern for the needs of the Spanish-speaking in Chicago were conducted.

92-116
117-125 D. Based upon the data drawn from B, and C, above, conclusions and recommendations were drawn concerning future programming and funding priorities which will provide a higher degree of HEW-related services to the Spanish-speaking.

IV. Major Findings and Recommendations

117 A. Puerto Ricans and Mexican Americans were found in the sample in almost equal numbers, precisely as would be predicted from the 1970 Census data. Cubans comprise less than 5% of the sample of the study, although the 1970 Census data suggested that approximately 8% of the Spanish-speaking in Chicago were Cuban.

118 B. Approximately 17% of the sample was composed of migrants from other Latin American countries. This was a much greater percentage than was predicted from available data.

118 C. More than 90% of the sample reported that they were born somewhere other than the continental United States. Eighty-five percent (85%) of the Mexican Americans report that they were born in Mexico.

Page Reference

118-119 D. More than 30% of the sample had lived in Chicago for three years or less and consequently were not included in the 1970 Census for Chicago. This data strongly suggests that the Spanish-speaking population in Chicago is continuing to grow at impressive rates.

119 E. Over 75% of the sample reported a "less than high school graduation level".

119 F. The Spanish-speaking population of Chicago is not proportionally represented in a number of areas such as higher education enrollment, high school graduates, public school teachers, and administrators, and the like.

120-121 G. The typical Spanish-speaking HEW client came to Chicago from somewhere else -- probably Puerto Rico, Mexico, or Central or South America. He/she is poorly educated, generally unemployable in any but the lowest skilled jobs, and verbalizes a need for English language instruction. He/she is most concerned with finances: the programs and services which they need are perceived as too expensive for them. The agencies they do approach are managed and staffed primarily by non-Latinos, most of whom do not understand either their language or their culture. Other services which they could use are often "outside" their neighborhood, and they are hesitant to leave the neighborhood for any reason. The Head of the Household is likely to be employed (62% were). If a woman, she has a one in four chance of being the Head of the Household.

121 H. Recommendation 1

Procedures which "extend" the services of existing agencies into Spanish-speaking neighborhoods should be expanded.

121 I. Recommendation 2

All agencies which serve the Spanish-speaking, and particularly in the Spanish-speaking neighborhoods should be staffed with Spanish-speaking employees.

121 J. Recommendation 3

Special program of professional training and development should be provided for Spanish-speaking participants.

Page Reference

122 K. Recommendation 4

Special attention be given to the potential and actual Spanish-speaking school dropout.

123 L. Recommendation 5

Consideration be given to establishing one or more vocational education program centers designed specifically for the Spanish-speaking young adult in Chicago.

123 M. Recommendation 6

Emphasis be given to communicating program information referencing HEW programs and services to the Spanish-speaking of Chicago in a more effective manner.

124 N. Recommendation 7

Programs should be implemented which are designed to meet the needs of the Spanish-speaking in the following areas:

1. Education at all levels
2. Spanish-speaking representation in all programs for the Spanish-speaking
3. Continued provision of needed services for the Spanish-speaking

125 O. Recommendation 8

HEW agencies and programs which serve diverse ethnic clientele should systematize their record keeping procedures to provide valid and reliable assessment of "fair share" delivery of services.

Title: Volume II: Evaluation of Street Projects for the Spanish-speaking

Contract Number: HEW-5-73-0101

Sponsor: Department of Health, Education and Welfare, Region V - Chicago, Illinois

Contractor:

Vasquez Associates, Ltd.
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Page Reference

I. Statement of the Problem

1 The evaluation activities which focused on nine (9) Street Projects designed for the Spanish-speaking and funded by Region V of the Department of Health, Education and Welfare were intended to provide measures of the operational effectiveness and to evaluate the relative impact of project services on service recipients.

II. Evaluation Objectives

2 The evaluation was designed to produce actionable recommendations for improving project practices and procedures. The results of the evaluation were intended to assist HEW in considering whether specific projects should be continued or discontinued, but more importantly to assess the utility of the approach by which special focus, community-based programs were funded and operationalized on a short term basis.

III. Evaluation Methodology

3-4 The evaluators gathered information on which this evaluation was based through interviews with administrative staff and clients of the special projects, review of existing project records, interviews with project board members and staff members from referral agencies, and site visits by evaluators with expertise in areas appropriate to the focus of the street project.

IV. Major Findings and Recommendations

4 A. Most projects had a set of goals and objectives which were so diffuse as to be meaningless, or so ambitious to be unrealistic.

5 B. As a general rule, it was impossible to determine the extent to which the projects were meeting their goals and objectives, except in the most inferential sense.

Page Reference

6 C. As a general rule, the nine street projects were meeting needs and providing services to the Spanish-speaking which otherwise were not available, or were perceived by the clients to be unavailable or at least inconvenient, to the program participants.

6 D. For the most part, the street projects were ineffective in developing non-HEW support for program expansions, or for the continuation of the program following termination of HEW funding.

ABSTRACT

Assessment of the Principal
Needs of the Spanish-Speaking
in Chicago

and

Evaluation of Street Projects
for the Spanish-Speaking
in Region V, HEW

HEW-5-73-0101

NEEDS ASSESSMENT

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VAL wishes to thank the many dedicated interviewers without whose help this report would not have been possible. We are grateful to the many Latino citizens who agreed to participate in this study. And last but certainly not least, we give special thanks to the following people who gave of their time and energy in helping us complete this study:

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NEEDS ASSESSMENT

Preface

This is the final report on the needs assessment of the Spanish-speaking population, conducted by Vasquez Associates, Ltd. of Milwaukee, Wisconsin during the 1973-74 Fiscal Year. This report comprises a consumer evaluation of HEW-supported programs and projects by Spanish-speaking clients.

The needs assessment effort consisted of seven (7) distinct operations, which are contained in the seven Chapters of this technical report. These include:

Chapter I presents a set of estimates of the magnitude of the Spanish-speaking population in Chicago;

Chapter II presents a general background identification of HEW-supported agencies in Chicago and describes the extent to which they serve the Spanish-speaking in Chicago;

Chapter III describes the instruments and procedures utilized to identify the needs of the Spanish-speaking for health, education and social welfare services;

Chapter IV describes the procedure by which a sample of Spanish-speaking clients representing the major HEW-supported agencies and programs were selected to be interviewed concerning these needs;

Chapter V describes the procedure for selecting and interviewing a sample of HEW-supported agency staff members;

Chapter VI presents the statistical analysis of the resultant data; and,

Chapter VII presents recommendations and conclusions based upon the available data.

LIMITATIONS OF THE STUDY

Definition of Spanish-Speaking

This report and the investigation upon which it is based has some significant limitations of which the reader should be aware. The most important of these is the rather loose, ambiguous, and changing operational definition which has been used to identify the "Spanish-speaking". This problem of definition is a basic source of potential measurement unreliability which affects nearly every effort to enumerate the population. What one counts will dictate how many he counts. By way of illustration, the United States Census --- a basic document to which the investigators repeatedly turned to develop baseline estimates -- uses a number of different definitions for the Spanish languages groups in the United States. These operational definitions include country of origin, language, surname, parentage, and birth. In any given population, the magnitude may be twice as large for one definition as for another. "Origin" counts are based on a question asked of the informant about himself and other members of his family. "Surname" counts are based on an official list of Spanish surnames, although this method is not without its problems.[1] "Mother tongue" and the somewhat broader category of "Spanish language" relate specifically to the language spoken in the home when the informant was a child and the language of his immediate parents, respectively.

Various agencies utilize different operational definitions, based for the most part on convenience, agency tradition and special focus on needs of the agency. The public schools, for purposes of planning and allocating resources for bilingual/bicultural education, are apt to utilize a more formal "linguistic" definition of Spanish-speaking as criteria for inclusion or exclusion to a special program; on the other hand, a surname count is more likely to be used to estimate the size of the Spanish-speaking population for formula aid computations and applications. One implication of this is that an agency or institution enumerating its clients of Spanish background might get very different counts at very close time intervals. A naive observer might assume significant in- or out-migration, while in fact, the first count was of Spanish-surnamed; the second of individuals who were Spanish and whose English skills were such that Spanish-language or special instruction was required.

[1] See, for example, How To Identify Spanish Names. Department of Labor, San Juan, Puerto Rico, Migrant Division, January, 1969 in which problems associated with identifying names among Spanish-speaking people and addressing them are discussed. Suggestions are given for recording names of Spanish-persons to facilitate correct registering by public agencies.

A number of agencies which receive substantial federal assistance such as the Cook County Department of Public Welfare which has a large number of clients and other beneficiaries--were in existence and developed record keeping procedures before the Spanish-speaking were a visible minority.

Older records in these agencies often included Spanish-speaking and Whites (Anglos) in "other" categories, since Blacks and American Indians were the minorities of interest at that time. Recently, additional categories have been prescribed which allow for the identification of Spanish-speaking as well as Asians and others. Many agencies resort to surname counts as the most feasible -- and often the only -- procedure to estimate their Spanish-speaking clientele. One major University in Chicago stated that, due to its commitment to non-discrimination, it does not maintain any record of nationality, race or ethnic background. When it was "required" to report, it resorted to a "visual head count".

Finally, many programs have utilized the client self-report as the enumeration criteria. A client is given a choice of several alternatives (Black, Anglo, etc.) one of which is "Of Spanish Heritage", or "Spanish-speaking" or "Spanish", and without aid of any formal definition is allowed to choose for himself.

In this study the investigators were limited, generally, to the definition used by the agency/institution in question. Where records were available, self-reports of clients were accepted as reliable heritage codes. In other cases, Spanish surnames were utilized. From agency descriptive statistics (for example, the Chicago Public Schools and the Chicago Catholic Archdioceses) the agency definition was used as a qualifier for the agency estimates. Wherever appropriate, the investigators attempted to record the specific definition utilized to generate the statistical estimates.

Biases Due to Population Definition

A second limitation of the study is related to the selection of the sample for interviewing. The investigators were interested in the population of Spanish-speaking clients of existing, HEW-supported agencies in Chicago. Further, the target population included the three principle Spanish-speaking groups in Chicago, the Mexican-American, Puerto Rican and Cuban; although in the process of selection a significant number of Spanish-surnamed "others" were encountered and included.

This procedure excluded three very interesting and important groups. The first of these was the illegal Mexican. The Department of Naturalization and Immigration officially reported deporting an average of 1,000 illegal Mexican aliens per month in 1973. The unofficial estimate of the number of this group who were missed approaches 100,000 in Cook County. Obviously, estimates of this group are exceedingly difficult to develop.

A second group excluded was the South American, Central American and West Indian population which is large and apparently growing in Chicago. This includes Costa Ricans, Columbians, Venezuelans, Chileans, Ecuadorians, and Panamanians, among others. Again, it is exceedingly difficult to generate adequate estimates of this population, although as a group they certainly exceed the population of, for example, the Cubans.

A third group excluded from this study are citizens of Spanish ancestry who have not availed themselves of the services of one or more HEW-supported agencies. For example, Chicago is a major settlement center for (1) dropouts from the rural migrant stream and (2) newly arrived Puerto Ricans. In many cases these new arrivals to Chicago are unaware of, or generally reluctant to take advantage of services which might be available to them.

Finally, there is a group of established, financially affluent Spanish-Americans who have emerged as an upper middle class in Chicago and who, for the most part, have evidenced no need for HEW-services. Many of the recently arrived are Cuban professionals who have utilized their professional and business skills to successfully negotiate the economic structure. Others are third and fourth generation Mexican Americans, who have successfully established themselves, socially and economically, in Chicago.

Sample Biases

The sample selection itself was subjected to several limitations. One is the high mobility rate of the target sample. This was particularly true of the sample drawn from the set of Social Security Information files, which includes aid to the elderly, disabled and blind, and which was three years old at the time the sample was drawn. Approximately 8 out of every 10 individuals selected from these files were not located at the listed address. Second, and this was particularly relevant in sampling from the Cook County Department of Public Aid, the interviews took place when the local agency was attempting stringent controls over recipients of public aid in conjunction with the Quality Control Program.

As a result, when a young, relatively well-dressed Spanish-speaking man or woman appeared at a client's door to ask questions, many of which related to the quality of service provided by the agency, they were often not well-received or not admitted.

Information and suspicion concerning the Quality Control Program and unscheduled home visits by the "investigator" from the Department of Public Aid Program quickly generalized to other non-aid areas. A major result was that a number of potential interviewees selected themselves out of the sample. Thus, the sample upon which this study is based is generally limited to members of the target population who volunteered, or otherwise agreed to participate.

TABLE OF CONTENTS

	Page
Preface	i
Table of Tables	xi
Table of Figures	xiv
Chapter I - The Spanish-Speaking People of Chicago	
Statement of Purpose	1
Why the Census Misses Individuals	2
The Spanish-Speaking in Chicago	6
Historical Perspective	6
Mexicans in Chicago	7
Puerto Ricans in Chicago	8
Cubans in Chicago	8
Geographical Patterns of Settlement in Chicago, 1960 to Present	9
North Side	10
West Side	11
Far South Side	12
Effects of Spanish Migration to Chicago	13
Selected Population Variables and the Spanish-Speaking	16
Education	16
Employment and Family Income	20
Additional Comparison of Chicago's Black and Spanish	21
Age Composition	21
Households	25
Integrative Trends	25

TABLE OF CONTENTS, cont'd

	Page
Independent Estimates of Chicago's Spanish-Speaking Population	29
Births and Deaths	30
Comparing the 1970 and 1960 Undercounts	30
School Enrollment	32
Chapter II - How HEW-Supported Agencies Serve the Spanish-Speaking in Chicago	
Level of HEW Financial Assistance	35
HEW-Supported Agencies in Chicago	36
Social Security Administration	37
Social and Rehabilitation Services . .	38
Agencies and Institutions Funded from Multiple Agencies	41
Health Services and Mental Health Administration	63
Office of Education	67
Office of Human Development.	74
National Institutes of Health	74
Food and Drug Administration	75
Chapter III - Instrumentation and Procedures for Conducting Needs Assessment	
Instrument Development.	78
Interview Selection and Training.	82
Chapter IV - Sample Selection	
Welfare.	85
Education	87

TABLE OF CONTENTS, cont'd

	Page
Health	88
Chapter V - Selection and Interviews with Agency Staff	89
Chapter VI - Analysis of Data	
Description of Sample	92
Ethnic Background	92
Age	93
Sex of Respondent.	93
Role of Respondent	94
Location of Birth.	94
Length of Consecutive Residency in Chicago	95
Length of Residency at Current Address	96
Education Level of Head of Household .	97
Current Employment of Head of Household.	97
Ethnic Background by Program	98
Sex of Respondent by Program Service .	99
Employment Status and Program Service.	99
Attitudes Toward Agency.	100
Findings	100
Summarization of Findings	102
Needs Assessment - General Findings . . .	103
The Role of Ethnic Background in the Needs Expressed	109

TABLE OF CONTENTS, cont'd

	Page
The Role of Agency from Which Sampled in the Needes Expressed	110
Chapter VII - Summary of Conclusions and Recommendations	
Conclusions Regarding the Sample.	117
The Cuban Population of Chicago. . . .	117
The Puerto Rican and Mexican American Population	117
Other Spanish-Speaking Populations. .	117
Immigrancy of the Spanish-Speaking Population.	118
The Sample Displayed a Low Educational Achievement Level	119
Conclusions Regarding the Agencies from Which the Samples Were Drawn	119
Conclusions and Recommendations Regarding the Needs Assessment	119
Appendices	
A. Detailed Breakdown of Spanish-Speaking in Chicago by Selected Community Area	126
B. Interview Questionnaire.	139
C. Guidelines for Leadership in Conducting Nominal Group Meetings . . .	153

TABLE OF TABLES

Table		Page
1.	Estimates of Five Largest Metropolitan Spanish-Speaking Populations in 1970	6
2.	Chicago Area Spanish Population: 1970	10
3.	Five Top Nationalities in Chicago (First and Second Generation)	13
4.	Country of Origin of Foreign Stock (First and Second Generation) Puerto Ricans, Mexicans and Other Major Nationality Groups: City of Chicago: 1970	15
5.	Students with Spanish Surnames Enrolled in Public and Parochial Schools, Chicago Community Areas, 1970	17
6.	Median School Years Completed and High School Education or Better for Spanish-Speaking Persons 25 Years or Older: Selected Chicago Communities	19
7.	Employment Profiles of Selected Poverty Areas in Chicago: 1970	22
8.	General and Employment Characteristics of Spanish-Speaking, Compared to Black and Total Population, Chicago City and SMSA: 1970 (Percentage Distribution)	24
9.	Household Characteristics of Spanish-Speaking Population in Selected Chicago Communities	26
10.	Population Under One Year Old in Chicago: 1970.	31
11.	Differences in Population Under One Year Old Between 1970 Vital Statistics and 1970 U.S. Census.	31
12.	Estimated Undercount of the Population by Age and Color, City of Chicago: 1970	33
13.	Students Attending Public Elementary and High Schools in Chicago: 1970.	33

TABLE OF TABLES, cont'd

Table		Page
14.	Differences in Public School Enrollment Between Chicago Board of Education and 1970 U.S. Census	34
15.	Summarization of Major Programmatic Fund Allocations for Social Security Administration Funds -- Cook County .	37
16.	Summary of Major Programmatic Allocations for Social and Rehabilitation Service Funds - Cook County	38
17.	Funding Agency: Social and Rehabilitation Service	40
18.	Funding Agency: Multiple Funding . .	42
19.	Funding Agency: Health Services & Mental Health Administration.	64
20.	Funding Agency: Office of Education.	69
21.	Funding Agency: National Institutes of Health	76
22.	Card Sort Items	80
23.	Thirty Most Common Spanish Surnames and Their Frequency of Occurance in Social Security Administration Files.	86
24.	Ethnic Background of Spanish-Speaking Respondents	93
25.	Age of Spanish-Speaking Respondents .	93
26.	Sex of Respondents.	94
27.	Role of Respondents	94
28.	Location of Birthplace of Respondent.	95
29.	Length of Consecutive Residency in Chicago	96
30.	Length of Residence at Current Address	96
31.	Educational Level of Head of Household	97

TABLE OF TABLES, cont'd

Table		Page
32.	Matrix of Programs by Ethnic Background for Sample	98
33.	Sex of Respondent by Program Service Received	99
34.	Status of Employment and Program from Which Sampled	99
35.	Thirty Items Most Frequently Ranked Among Top Ten Needs	105
36.	Thirty Items Least Frequently Ranked Among Top Ten Needs	107
37.	Coefficients of Correlation Between Ranked Need Items by Ethnic Category	110
38.	Priority of Needs by Agency from Which Sample Was Drawn	112
Appendices		
A-1	Chicago Community Areas with Major Spanish-Speaking Residents	126
A-2	National Origin of Spanish-Speaking Persons of Foreign Stock (1st and 2nd Generation): Community Areas, City of Chicago, 1970	128
A-3	Housing Characteristics of Spanish-speaking Households Compared to Black and Total Households, Chicago City and SMSA: 1970 (Percentage Distribution)	132
A-4	Social, Economic and Housing Characteristics of Spanish-speaking Mexican and Puerto Rican Population, Compared to Total and Population, Chicago City: 1970	134
A-5	Social, Economic and Housing Characteristics of Spanish-Speaking Population in Five Largest Spanish-Speaking Cities in the United States: 1970	135

TABLE OF FIGURES

Figure	Page
1. Proposed Sampling Matrix	84
Appendices	
A-1 Community Area Map	127

CHAPTER I

THE SPANISH SPEAKING PEOPLE OF CHICAGO*

STATEMENT OF PURPOSE

Of vital importance to a needs assessment of the Spanish-speaking in Chicago is an accurate estimate of their total numbers, and a brief but cogent statement of the factors which led them to settle in Chicago. In order to develop estimates of the size of the population, reference has been made to the recent U.S. Census Bureau statistics. However, for a variety of reasons, U.S. Census data particularly as it relates to the poor, the highly mobile and the central city residents, is not without some rather severe limitations, the effects of which generally result in a significant undercount of the target population.

The undercount of population affects all the public and private decisions and programs that depend on an accurate census count. First, major inequities occur in areas like central cities and inner-city communities in legislative apportionment, revenue sharing and other federal and state aid based on population. The inequity is compounded in poverty programs where an area's eligibility is based on the number or proportion of people living in poverty. If the undercount is highest for people who are poor, illiterate, homeless, jobless or foreign-speaking, then both the size and needs of welfare, education, housing and job training programs intended for such people are seriously underestimated.

There are a variety of federal program participation requirements and funding allocations based on population counts and characteristics. Half of Title III Supplementary education funds are distributed in proportion to population aged 5 to 17. Allocation of federal and state funds for bilingual education require precise knowledge about the Spanish-speaking population. Vocational education funds are appropriated on the basis of population aged 15 to 24. Surplus food and public health services depend on an area's per capita income. Title II

*The material presented in this section draws heavily upon two papers commissioned by Vasquez Associates, Ltd. as part of the total work effort. These include: deVise, P. Chicago's Uncounted People: An Estimate of Population Missed by the 1970 Census, and deVise, P., Ropka, G. and Ramirez, Ruth. The Spanish Speaking Peoples in Chicago.

Economic Opportunity money is distributed according to the number of children in families with incomes of less than $3,000. Hill-Burton hospital construction funds have priorities based on hospital bed-population ratios and average income.

Second, census counts and characteristics of population are used as benchmarks and reference points for thousands of indices, surveys and intercensal estimates. There is no field of human service which does not depend on population numbers for community base-line data. In health care, for example the major measures of health conditions of an area are mortality and morbidity rates -- deaths and diseases per 1,000 people. Ratios and rates such as doctors and hospital beds per 1,000 people serve as indicators of adequate health facilities and manpower. The same may be said about any social indicator called a rate -- the crime rate, the illiteracy rate, the dependency rate, the poverty rate, the voter registration rate. Groups that are at the bottom end of the rate are generally the ones that are the most undercounted.

Finally, inaccurate census statistics affect private decisions and research. Market surveys and labor force estimates shortchange areas and populations undercounted by the Census. Social analysis of characteristics and changes in family composition, migration flows, and unemployment patterns is hampered by inaccurate data. In the case of this report, not only is the population count deficient, but so are the migration data that can be used to verify the accuracy of the count.

Chapter I of this report draws inferences concerning the limitations of Census count data specifically as they affect the undercount of the Spanish-speaking in Chicago. Moreover, potential causes for the undercount are presented. The Spanish-speaking in Chicago are then discussed in terms of their local history, estimated size, and selected population characteristics. Finally, some alternate methods for estimating the size of the Spanish-speaking population, with their results, are presented.

WHY THE CENSUS MISSES INDIVIDUALS

A major limitation of Chapter I relates to the suspected and to a certain extent, verified, lack of reliability and validity in the U.S. Census. Nationwide, an estimated 5.3 million persons were not counted in the

1970 Census, about the same number (5.1 million) as were missed in the 1960 and 1950 Census. The rates of undercount were 2.5, 2.7 and 3.3 percent of the total population in 1970, 1960 and 1950. The undercount of Latins is estimated at 500,000 or 5.7 percent.

These estimates of underenumeration of the 1970 Census were made by the U.S. Bureau of the Census in a survey released April 25, 1973. They were made by calculating population for the nation through the use of previous census data, births, deaths, Medicare enrollment and immigration-emigration data. Some of these data are imperfect. Hence the undercount estimate is subject to a margin of error -- from 4.8 to 5.8 million uncounted persons, or 2.3 to 2.8 percent. The estimates are developed by age, sex, white and nonwhite groups.

The Census Bureau was not able to calculate accurate estimates for Spanish-speaking population because births and deaths are not identified for this group. Its estimate of 500,000 uncounted Spanish-speaking persons is based on less reliable data than those used to calculate white and nonwhite undercounts. Neither was the Census Bureau able to prepare reliable estimates of undercount for states, counties, or cities. More precise data on migration than are available are needed to produce independent population figures.

On January 16, 1974, the Bureau of the Census released the findings of a March 1973 recount of Spanish-speaking persons in the U.S. The Bureau reported a 17 percent increase -- from 9.07 to 10.58 million Latins -- between April 1970 and March 1973. New and improved methods of enumeration were used to make this count. The Census estimates that two-thirds of the 17 percent increase over the 1970 count is due to natural increase and immigration and one-third to a 6 percent undercount in 1970.

Persons are counted by the Census either by self-enumeration or by being reported by a member of a household or other reporting unit. The reporting unit is the "place of residence". Many itinerant derelicts, nomads, and transients are missed because they are not regarded as having a usual residence. There are also the ambiguities of a man being the head of several households, of the holder of several jobs, of the child being the dependent of several families. Many minority people have different kinds of "in and out" relationships with a household, or may divide time between two households. Thus, many persons are missed by oversight or misunderstanding either because they are transients or loose members of extended families.

Many other people are not counted because they do not wish to be counted, or because respondents do not wish to acknowledge their presence. Many people remain anonymous because they are runaways, draft evaders, illegal immigrants, garnishees, bankrupts, or criminals. Some fear death or injury from enemies. Some are people whose acknowledged presence could cause loss of welfare or unemployment.

As previously indicated, about 1,000 illegal Mexicans were deported from Chicago each month in 1973 for a total of approximately 12,000. Unofficial sources suggest that the United States Naturalization and Immigration Service may actually be locating and deporting more than 1 out of 10, or 10 percent. If this is true, it would be reasonable to argue that a base of 100,000 to 120,000 illegal Mexicans are in the Chicago area. Moreover, the investigators heard various unofficial but repeated reports that there were several flourishing businesses in Chicago where a Spanish-speaking illegal alien could purchase, for several hundred dollars, a Puerto Rican birth certification, thus making him and his family eligible for a variety of HEW benefits. It also seems likely that individuals who have done so, and their families, would not respond accurately and completely to questions such as those included on the census questionnaire.

A major source of undercount of the Spanish-speaking in 1960 was the Census takers' fear of visiting respondents living in barrios. The typical enumerator is a middle class housewife or retired worker. It is not difficult to understand the reluctance of such workers to enter and linger in either mammoth public housing projects, or the barrios of private housing where a majority of the Latin community is concentrated.

Even more frequently not reported are the infants and young children of unmarried teenage mothers because of a sense of self-respect on the part of the parents. There were an estimated 30,000 illegitimate births in Chicago in 1960 and 1970. As is shown later, 8,000 infants and 10,000 one-year olds were not counted by the Census in 1970. It is more than coincidence that both illegitimate births and uncounted infants increased by 50 percent between 1960 and 1970.

The number and characteristics of many uncounted persons can be estimated from record systems other than the Census. These include births, school enrollment, Social Security beneficiaries, military service registration, voter registration, the Internal Revenue Service, drivers licenses, welfare recipients, and Medicare

enrollment. These records can be utilized to supplement Census enumeration at the local level; however, in the case of the Spanish-speaking, a variety of conditions interact to ameliorate its effectiveness. The primary problem was described earlier: the various definitions surrounding the Spanish ethnic group are used variously by different agencies (when such ethnic coding is used at all). The result is that the various estimates, when they are available, are comparable in only the loosest sense.

Further, in 1970 the U.S. Census enumerators found more and more resistance to reporting personal data required by the Census. This was true at all levels of American society, but probably most frequent in the over-researched, over-studied central cities of the nation. Unconfirmed but repeated reports described "stacks" of census questionnaires discarded in the garbage containers of Chicago.

Chapter I of this report is subjected to the limitations of the primary data base -- the U.S. Census. As such, the estimates and inferences drawn would be considered conservative.

THE SPANISH-SPEAKING IN CHICAGO

In 1970, Chicago ranked fourth in Spanish-speaking population among major American cities, behind New York, Los Angeles and San Antonio and ahead of Miami: Table 1 summarizes the data for these five major cities.

Table 1

Estimates of Five Largest Metropolitan Spanish-speaking Populations in 1970

	Spanish-Speaking Population	% of Total Population
New York	1,278,630	16.2%
Los Angeles	481,668	17.1%
San Antonio	335,950	51.4%
Chicago	247,343	7.3%
Miami	151,914	45.4%
U.S. Total	9,589,216	4.7%

Although this Spanish-speaking population includes a variety of Central and South Americans, the focus of this study is upon three distinct groups: Mexican Americans, Puerto Ricans and Cubans.

The number of Latins in Chicago doubled between 1960 and 1970, making them a minority group second only to Black Americans. In the 1970 Census almost a quarter of a million Chicagoans answered some Spanish indicator question affirmatively. While most other national group populations decreased by about 35 percent in the decade, the Puerto Rican population more than doubled (144%) and the Mexican increased by 84 percent. A valid measure of Cuban population growth is not available because they were counted as West Indians as late as 1960.

HISTORICAL PERSPECTIVE

The Spanish-speaking people settling in Chicago have faced many of the same problems and followed many of the same trends as did earlier European immigrants to the city.

They found themselves to be economically and socially disadvantaged in a fashion similar to each of the preceding waves of Irish, Germans, Poles and Italians. Similarly, they have had to compete for the lowest paying, unskilled jobs and have been forced by economic and social forces to settle in the poorest and oldest parts of the city.

The first large influx of Latin Americans coming in the 1950s established a settlement pattern which still exists in slightly altered form. Together with the known desire of ethnic groups to settle in close proximity, the availability of inexpensive housing, job opportunities and transportation appeared to be the most important settlement factors. Although the terms "Spanish-speaking Community" or "Latin Americans" are often used in recent literature, it is clear that there are some significant differences in the general background of the different national groups which influenced their occupational and settlement preferences. These are discussed for the specific groups below.

Mexicans in Chicago

The industrial boom created by World War I first brought large numbers of Mexicans to Chicago. Many came from the southwestern United States where they had worked several generations on farms and in vineyards, in railroad construction and mining. Some arrived directly from Mexico during the same period. The United States Census of 1920 enumerated them as a special group in Chicago for the first time and counted 1,265.

Mexicans lived in three general locations which related to their economic roles. One group, mostly single men, lived in several railroad camps about the city and worked on railroad construction and maintenance. Occupying old railroad cars converted into dormitories or older housing built adjacent to some of the original railroad yards, they often walked to the yard and rode to work sites on crew trains. A second group, attracted by the heavy industry of the steel mill area, settled in the old residential sections on the far south side of the city. The third area of early Mexican settlement was the neighborhood a mile south and west of the Loop. From this central location they could easily reach the central business district or the many nearby manufacturing establishments.

Since the 1920s Mexicans have remained a rapidly growing immigrant group. For a time during the depression of the 1930s, the city lost many Mexicans because limited job

skills and discriminatory hiring practices caused them to suffer an extremely high unemployment rate. They returned to Mexico rather than compete with "white" Americans who were now willing to work at jobs they had considered fit only for Negroes and "foreigners". However, their numbers grew from 1,200 in 1920 to 7,000 in 1940, 9,000 in 1950, 44,686 in 1960, and 82,057 in 1970. By 1960, Chicago ranked as the city of largest Mexican settlement outside the southwest, surpassed only by Los Angeles, San Antonio and El Paso.

Puerto Ricans in Chicago

Puerto Ricans do not have as lengthy a tradition of residence in the United States or in Chicago as the Mexicans. The greatest influx of Puerto Ricans took place during the post-World War II period and most came to Chicago after living for a time on the East Coast. In the 1960s direct air service to Chicago from the islands and continued migration from New York City more than doubled the Puerto Rican population (from 32,371 in 1960 to 78,963 in 1970). Puerto Ricans in Chicago now almost equal Mexicans.

The Puerto Rican did not develop a tradition with agriculture, construction or working in heavy industry and mining as did the Mexican; rather his experience in the United States has been in lighter manufacturing and service industries in an urban setting. Although both were basically unskilled, they did not compete for the same jobs. Puerto Ricans worked at unskilled jobs in the restaurant business or in the business district as messengers or delivery men or sometimes in janitorial work. They were more associated with the commercial center of the city than the Mexicans.

The Cubans in Chicago

There were very few Cubans in Chicago before the establishment of the Castro government in 1959; so few that the U.S. Census included them in a general category of "West Indies" in the 1960 census. An effort was made in the early 1960s to disperse the overwhelming number of refugees who had flooded into the Miami area. The 1970 Census counted 19,000 Cubans in the Chicago Metropolitan Area and 14,000 in the city.

The first refugees to flee Cuba were the professional and white collar people who felt that their lives would be adversely affected by the new government which had taken over the island. They came with limited resources

and were often unable to use their special training because of language problems. Many had to go through a re-training period and meanwhile had to accept lesser positions. Physicians became lab technicians and medical researchers; lawyers joined real estate and insurance firms.

Those who did factory work often became supervisors over other Spanish-speaking employees because of their background. Many moved up, improved their economic position and moved out of the central city to nearby suburbs after only a short time in the city. Their professional background gives many Cubans a feeling of superiority over other Latins to the point where they have no desire to associate or identify with them.

GEOGRAPHICAL PATTERNS OF SETTLEMENT IN CHICAGO

1960 TO PRESENT

The Latin population of Chicago in 1960 was approximately 82,000. Of these 45,000 were Mexican, 32,500 were Puerto Rican and an estimated 5,000 were Cuban. Three areas of Spanish settlement seem to emerge from examination of 1960 Census tract data:

I. The North and Near Northwest consisting of tracts in the Uptown, Lakeview, Lincoln Park, Near North, Logan Square, Humboldt Park and West Town community areas.

II. The Central West consisting of tracts in Austin, East and West Garfield Park, Near West Side, North and South Lawndale, Lower West Side, Loop, Near South Side, Armour Square, Brighton Park, McKinley Park, Bridgeport and New City community areas.

III. The Far South consisting of tracts in the Woodlawn, South Shore, South Chicago, Calumet Heights, Pullman, South Deering, and Morgan Park community areas.

There were mostly Puerto Ricans and some Mexicans in the north, high densities of both in the center, then moving south of Madison Street Puerto Ricans gave way to Mexicans and in the far south the situation has reversed and there are mostly Mexicans.

By 1970 the Spanish population more than doubled in Chicago. Table 2 summarizes the 1970 Census estimate of the Spanish-speaking population. For the city of Chicago and for the Chicago Standard Metropolitan Statistical Area (SMSA), which includes Cook, McHenry, Lake, Kane, Dupage and Will counties.

Table 2

Chicago Area Spanish Population: 1970

	Mexican	Puerto Rican	Cuban
SMSA	107,652	86,482	18,699
City	82,097	78,963	14,117

North Side

The North Side Spanish community is bisected by the North Branch of the Chicago River; one segment forms a linear pattern extending directly north from the Chicago River for a distance of six and one half miles; the other segment, lying west of the river is more compact, forming a solid rectangle, the farthest corner of which is only five miles from the Loop. Where the two segments converge, near the confluence of the two branches of the river, one of the oldest industrial, warehousing, and commercial areas of the city is located.

The line of settlement extending north follows the main line of public transportation which connects the Loop with northern Chicago. The Spanish-speaking area lies inland from the Lake Michigan shore which is devoted to public beaches and parks. Exclusive highrise apartments and expensive condominiums line the beach area. The Latins live near the "L" line in two and three flats built forty to sixty years ago, the heaviest concentration being in Lakeview, Lincoln Park and some in Uptown.

The segment of the Spanish-speaking area west of the North branch of the Chicago River also follows along public transportation lines to the Loop. Important rail lines pass just south of the area and railroad maintenance yards lie to the west, supplying employment. Many of the major thoroughfares are lined with commercial activity often on the first floor of converted apartments and flats. The western part of the area is residential, mixed two- and three-flats and single family residences.

In 1960, 45 percent of the city's Puerto Ricans and 14 percent of its Mexicans lived in these Northside Spanish communities. Puerto Ricans dominated the total area and were particularly strong closer to the central business district whereas Mexicans were distributed more evenly throughout.

By 1970, 25.3 percent of the city's Mexicans and 83.7 of the Puerto Ricans lived in this settlement area.

In 1960, the North area was known to contain most of the city's estimated 5,000 Cubans. No formal census of their number was taken; however, immigrant service agencies provided information locating them in the same general areas as Mexicans and Puerto Ricans. During the sixties Cubans coming into the city received financial aid, housing and employment guidance and orientation within this area of other Spanish-speaking people. By 1970 their numbers had tripled.

The West Side

The Central West Spanish-speaking area in 1960 contained 53 percent of the city's Mexican population and 36 percent of the Puerto Ricans. Physically, the area of greatest concentration extended almost from the lake shore to the city limits at Cicero, and from slightly south of Madison Street to Cermak Road. The South Branch of the Chicago River runs east and south of the area.

Where the South Branch of the River turns west, it becomes canalized as part of the Sanitary and Ship Canal. Heavy manufacturing, building supplies, warehousing, and strong railroad development dominate the area. South of the canal is the "central industrial district" and one half mile south again the Union Stock Yards, at the center of the New Town community - an area of significant Mexican population and more popularly known as Back of the Yards. Attracted originally to the many railroad yards and later to the industrial sector, Mexicans came to be employed in significant numbers in the stock yards, previously dominated by Europeans.

Within the West Side Spanish-speaking area, Puerto Ricans were more concentrated to the north; there was a strong integrated area toward the center and the Mexicans dominated the south. As on the North side, Puerto Ricans appeared to be more clustered, and were located near the Loop and always close to public transportation. They congregated in areas of light industry and commercial activity, while Mexican census tracts indicate rather an association with railroad yards, stock yards, and other heavy industry.

In the decade between 1960 and 1970 the West Side Spanish-speaking area experienced decline and shift. While absolute numbers increased from 36,352 to 50,083, this 37 percent increase hardly kept pace with the 109 percent citywide growth.

In 1970 the area contained only 51.7 percent of the city's total Mexican population (as compared to 53.5 in 1960) and 9.5 percent of the city's Puerto Ricans (compared to 38.5 percent in 1960). In the eastern section, loss was largely due to the demolition of large numbers of old housing units to make way for construction of the University of Illinois Circle Campus there. In the western section, the pressure of the expanding black ghetto caused many to leave. The eighteenth Street - Pilsen neighborhood and the South Lawndale - Twenty-Sixth Street neighborhood are the strongest areas of growth and consolidation in the Spanish-speaking West Side area; the New Town Spanish population has doubled.

Far South

In 1960, the Far South area was the smallest, most loosely consolidated and most isolated Spanish settlement. Far from the Loop and without good public transportation, the largely Mexican population turned to their own area for jobs, services and recreation. Even through the area's Spanish population increased 37 percent between 1960 and 1970, Puerto Rican residents declined to 2.7 percent of total Chicago Puerto Rican population and Mexicans to 14.5 percent. (from 7.9 and 17.2 respectively). Mexicans now account for 85 percent of the area's Spanish population.

Originally the University of Chicago and its associated Hospital complex drew many Puerto Ricans and some Mexicans seeking employment. The wealthy South Shore area employed domestics and other service personnel. Inexpensive housing built for the 1893 World's Fair and a major public transportation line to the Loop especially attracted a substantial Puerto Rican population. Job opportunities provided by iron and steel furnaces, rolling mills, railroad yards and port facilities located along the Calumet channel and in the Lake Calumet Harbor attracted Mexican workers to the South Chicago area. A number of large manufacturing establishments, including an International Harvester Plant, and associated railroad and warehousing in an area far southwest between Halsted and Western around 111th Street provided the impetus for another Spanish settlement.

Of these three clusters of Spanish population which existed in 1960 -- one around the University of Chicago, one oriented toward the South Chicago Steel Mills and one farther west in the Pullman-Morgan Park area, only two remain. The Puerto Rican stronghold in Woodlawn has been largely dispersed. The area has become one of general population decline and deterioration, abandoned properties and high crime rate. The Mexicans have consolidated around the South Chicago Spanish community, strengthening its business section and adding to its self sufficiency.

The Mexican population grew by 84 percent in Chicago and 92 percent in the SMSA during the decade. Thus Mexican population grew 164 percent in the Pilsen community area and 15-fold in South Lawndale community area. Further south, Mexicans displaced Poles in Back of the Yards and South Chicago.

The Puerto Rican population increased by 144 percent in Chicago during the decade. Displaced from the Near North Side and the Near West Side by urban renewal and the middle class and from East Garfield Park by Blacks, Puerto Ricans filled the void left by native whites in Lincoln Park and Lake View and by Poles and Italians in Humboldt Park and Logan Square.

Although Cubans were not counted in the 1960 census, their number probably doubled in Chicago during the decade. Two-thirds of the city's present-day 14,000 Cubans live in five northside communities.

Effects of Spanish Migration to Chicago

Chicago's overall ethnic composition is shifting and changing. The Poles still constitute the largest foreign born group in the city, but over the last ten years the Puerto Rican population has more than doubled (144%) and the Mexican population has increased by 84 percent. Most other national group populations have decreased, many by a third or more. Table 3 summarizes most numerous ethnic populations in 1970 compared to 1960.

Table 3

Five Top Nationalities in Chicago
(first and second generation)

Rank 1970	Rank 1960		1970	1960	1960-1970 Change
1	1	Polish	191,955	258,657	-66,702
2	2	German	99,413	161,567	-62,154
3	3	Italian	97,742	134,963	-37,221
4	10	Mexican	82,097	44,686	+37,411
5	12	Puerto Rican	78,963	32,371	+46,592
6	4	Russian	64,179	96,626	-32,447
7	5	Irish	56,412	85,120	-28,708

Although their numbers are diminishing, the Poles, Germans and Italians are still first, second and third among Chicago's million persons of foreign origin. The rapidly growing Mexican and Puerto Rican populations have replaced the Irish and Russians among the top five.

The old-new migrant dichotomy between North and West Europe/South and East Europe has been replaced by a Europe/West Indies-Mexico dichotomy. The impact of these new groups on Chicago's foreign born composition is significant; occurring as it does at the same time that the European ethnic communities are being reduced by death and movement to the suburbs.

Between 1960 and 1970, Metropolitan Chicago's foreign born declined 6 percent, and the number of their children, a group commonly called "second generation" dropped by 9 percent. The only gains were experienced by Greeks (30%), Mexicans (92%), and Puerto Ricans (144%). Seven out of every ten of these new immigrants and five out of every ten second generation metropolitan area residents live in the city of Chicago. The most highly centralized ethnic group of all is the Puerto Rican and next the first and second generation Mexican (See Table 4). In contrast, nine out of every ten metro-area Black and four out of every ten native white live in the central city.

An ethnic group may be highly centralized but dispersed (like the Irish) or little centralized but highly segregated (like second generation Czechs whose colonies have pushed outward into Cicero and Berwyn). The so-called displacement ratio is an excellent measure of segregation dispersion. Chicago's Puerto Ricans and Mexicans show the highest segregation indices in 1970 (64 and 59%). That is, 64% of the Puerto Rican population, and 59% of the Mexican American population would have to be resettled across Chicago in order to obtain maximum proportional integration on a city-wide basis.

For individuals interested in a more detailed description of the Spanish-speaking by Chicago community area, a series of tabular presentations have been developed and are included in Appendix A.

Table 4

Country of Origin of Foreign Stock (First and Second Generation) Puerto Ricans, Mexicans and Other Major Nationality Groups: City of Chicago, 1970.

Country of Origin	City of Chicago 1970 Population		Percent of SMSA Foreign Stock Population Living in Cnicago	
	Foreign Born	Second Generation	Foreign Born	Second Generation
Poland	55,711	136,244	80.2	63.4
Italy	32,639	65,103	60.9	45.3
Germany	31,430	67,983	54.1	40.8
U.S.S.R.	22,640	41,539	78.9	54.5
Ireland	13,766	42,646	73.1	58.7
Czechoslovakia	8,329	22,163	46.5	35.7
Sweden	7,005	19,983	51.9	37.8
United Kingdom	10,867	19,234	46.5	33.2
Lithuania	12,130	19,499	72.0	56.7
Austria	9,559	18,965	63.8	45.7
Yugoslavia	14,978	13,760	69.1	46.6
Hungary	6,651	9,492	65.0	46.6
Greece	15,816	12,174	74.6	51.1
Mexico	38,771	43,326	81.8	71.9
Puerto Rico**	78,963		91.3	
TOTAL ALL COUNTRIES*	373,919	627,063	66.4	48.8

*Puerto Ricans are not included in these foreign stock totals.

** First and second generations not reported separately.

Source: 1970 Census of Population

SELECTED POPULATION VARIABLES AND THE SPANISH-SPEAKING

Education

The United States Commission on Civil Rights charged in 1974 that Spanish-speaking students in the Chicago Public School System are denied the "basic right to a system that educates"*. The report charged the Chicago Public Schools with inadequate programming and program funding for Spanish language curricula for Latinos, insufficient numbers of Spanish-speaking teachers and materials, and placing Spanish-speaking students in classes for the mentally handicapped on the basis of low scores on English language ability tests.

Census data tends to support the contention that the Spanish-speaking in Chicago are educationally deprived. Spanish-speaking persons lag far behind English-speaking people in schooling, reflecting lower educational opportunities in their homelands, and difficulty adjusting to what otherwise is an English language and generally non-migrant society.

Spanish-speaking adults in Chicago have an average 8.6 years of schooling, and only one-fourth have completed high school. The average schooling of Mexican-American adults is 8.2 years and only 20 percent have completed high school. Average schooling is but 7.9 years for Puerto Ricans and only 15 percent have completed high school.

In contrast, average schooling is 11 years for both Black and all adults in Chicago. Forty percent of Black adults and 44 percent of all adults have completed high school.

Spanish-speaking adults have three years more average schooling in Uptown (10.3 years) than in West Town (7.3 years) and Lower West Side (7.0 years) and a higher proportion of high school graduates (41 versus 14 and 12 percent). Other educational data are presented in Tables 5 and 6.

*Bilingual/Bicultural Education: A Privilege or a Regret? Chicago: U.S. Commission on Civil Rights, Released 30 May 1974.

Table 5

Students with Spanish Surnames Enrolled in Public and Parochial Schools, Chicago Community Areas, 1970

Community Area	Total Students with Sp. Surnames [a]	Public Schools			Parochial Schools		
		Total	Elem.	High	Total	Elem.	High
CHICAGO TOTAL	50,895	37,243	31,965	5,278	13,652	10,977	2,675
1. Rogers Park	430	232	170	62	198	198	0
2. West Ridge	198	22	21	1	176	117	59
3. Uptown	2,576	1,657	1,369	288	919	673	246
4. Lincoln Square	279	222	148	74	57	57	0
5. North Center	374	340	340	0	34	11	23
6. Lake View	2,778	2,209	2,048	161	569	480	89
7. Lincoln Park	2,409	1,453	1,255	198	956	772	184
8. Near North Side	406	131	131	0	275	124	151
9. Edison Park	0	0	0	0	0	0	0
10. Norwood Park	9	0	0	0	9	8	1
11. Jefferson Park	3	0	0	0	3	3	0
12. Forest Glen	21	0	0	0	21	21	0
13. North Park	88	76	24	52	12	0	12
14. Albany Park	273	233	230	3	40	40	0
15. Portage Park	77	27	4	23	50	42	8
16. Irving Park	377	272	80	192	105	31	74
17. Dunning	0	0	0	0	0	0	0
18. Montclare	3	3	3	0	0	0	0
19. Belmont Cragin	109	64	27	37	45	18	27
20. Hermosa	156	87	58	29	69	69	0
21. Avondale	314	130	130	0	184	131	53
22. Logan Square	3,221	2,755	2,750	5	466	466	0
23. Humboldt Park	2,797	2,601	2,489	112	196	196	0
24. West Town	13,019	11,331	9,719	1,612	1,688	1,389	299
25. Austin	490	399	364	35	91	78	13
26. W. Garfield Park	17	0	0	0	17	17	0
27. E. Garfield Park	85	14	14	0	71	47	24
28. Near West Side	1,794	916	896	20	878	690	188
29. North Lawndale	240	220	220	0	20	20	0
30. South Lawndale	3,407	2,052	1,609	443	1,355	1,241	114
31. Lower West Side	5,305	3,526	3,228	298	1,779	1,494	285
32. Loop	12	12	0	12	0	0	0
33. Near South Side	9	9	9	0	0	0	0
34. Armour Square	95	41	41	0	54	54	0
35. Douglas	198	3	3	0	195	2	193
36. Oakland	0	0	0	0	0	0	0
37. Fuller Park	4	0	0	0	4	4	0
38. Grand Boulevard	33	32	32	0	1	1	0
39. Kenwood	9	7	3	4	2	2	0
40. Washington Park	1	1	1	0	0	0	0

Table 5 cont'd

Community Area	Total Students with Sp. Surnames	Public Schools			Parochial Schools		
		Total	Elem.	High	Total	Elem.	High
41. Hyde Park	17	12	12	0	5	5	0
42. Woodlawn	29	4	4	0	25	3	22
43. South Shore	97	36	36	0	61	41	20
44. Chatham	6	3	3	0	3	1	2
45. Avalon Park	3	3	0	3	0	0	0
46. South Chicago	3,865	3,189	2,028	1,161	676	676	0
47. Burnside	46	24	24	0	22	22	0
48. Calumet Heights	105	105	105	0	0	0	0
49. Roseland	161	4	4	0	157	82	75
50. Pullman	23	23	23	0	0	0	0
51. South Deering	266	150	142	8	116	116	0
52. East Side	281	29	28	1	252	23	229
53. West Pullman	166	43	43	0	123	123	0
54. Riverdale	23	9	9	0	14	14	0
55. Hegewisch	32	32	32	0	0	0	0
56. Garfield Ridge	136	107	44	63	29	29	0
57. Archer Heights	39	1	1	0	38	38	0
58. Brighton Park	245	145	95	50	100	100	0
59. McKinley Park	80	18	18	0	62	62	0
60. Bridgeport	1,052	712	634	78	340	274	66
61. New City	2,048	1,166	1,032	134	882	738	144
62. West Elsdon	26	6	6	0	20	20	0
63. Gage Park	60	58	18	40	2	2	0
64. Clearing	27	7	7	0	20	16	4
65. West Lawn	54	54	5	49	0	0	0
66. Chicago Lawn	70	10	10	0	60	2	58
67. West Englewood	154	79	59	20	75	75	0
68. Englewood	120	119	119	0	1	1	0
69. Greater Grand Cr.	1	1	1	0	0	0	0
70. Ashburn	12	1	1	0	11	0	11
71. Auburn Gresham	12	4	4	0	8	7	1
72. Beverly	1	1	1	0	0	0	0
73. Washington Heights	22	11	1	10	11	11	0
74. Mt. Greenwood	0	0	0	0	0	0	0
75. Morgan Park	0	0	0	0	0	0	0
76. O'Hare	0	0	0	0	0	0	0

Source: Board of Education, Chicago Public Schools, Bureau of Administrative Research, Survey of Pupils Whose First Language is One Other than English (November 30, 1970)

Archdiocese of Chicago School Board, Spanish Enrollment, Elementary Schools, 1970-1971.

Spanish Enrollment, High Schools, 1970-71 (unpublished tabulation.)

[a]Counts for each Community Area represent students with Spanish surnames enrolled in schools located in the Area rather than the number of students with Spanish surnames who actually live in the Area

Table 6

Median School Years Completed and High School Education or Better for Spanish-Speaking Persons 25 Years and Older: Selected Chicago Communities: 1970

Community Area	Persons 25 Years and Older			
	Total	High School Graduates Number	Percent	Median School Years Completed
1. Rogers Park	832	505	60.7%	12.5
3. Uptown	6,130	2,493	40.7%	10.3
4. Lincoln Square	229	122	53.3%	12.1
5. North Center	227	24	10.6%	9.2
6. Lakeview	4,546	1,229	27.0%	8.8
7. Lincoln Park	2,657	588	22.1%	8.3
14. Albany Park	1,158	583	50.3%	11.9
21. Avondale	289	77	26.6%	8.9
22. Logan Square	5,040	1,117	22.2%	8.7
23. Humboldt Park	3,807	726	19.1%	8.5
24. West Town	17,209	2,373	13.8%	7.3
25. Austin	830	380	45.8%	11.5
28. Near West Side	1,875	430	22.9	8.1
29. North Lawndale	359	100	27.9	9.8
30. South Lawndale	7,603	1,605	21.1	8.6
31. Lower West Side	9,328	1,115	12.0	7.0
46. South Chicago	4,635	826	17.8	7.5
48. Calumet Heights	556	154	27.7	9.2
51. South Deering	995	197	19.8	9.0
53. West Pullman	186	86	46.2	11.4
58. Brighton Park	422	97	23.0	8.8
60. Bridgeport	814	159	19.5	8.6
61. New City	1,774	289	16.3	7.4
68. Englewood	311	24	7.7	8.7
Total 24 Areas	71,836	15,299	21.3	8.3
Total Chicago	101,533	27,502	27.1	8.7

Employment and Family Income

Considering the working age population in Chicago (16 years and older), a larger proportion of Spanish-speaking men work (84 percent) than of Black men (73 percent) and all men in Chicago (77 percent). In contrast, a smaller proportion of Spanish-speaking women work (44 percent) than of Black women (46 percent) and all women (47 percent).

In 1970, 5 percent of Spanish-speaking male workers were unemployed in Chicago, compared to 6.5 percent of Black workers and 4 percent of all workers. Among female workers, 8.4 percent of the Spanish-speaking, 7.5 percent of the Blacks, and 4.7 percent of all workers were out of a job.

Only a fourth of all Spanish-speaking workers have a white-collar job, compared to a third of Black and half of all Chicago workers. On the other hand, half of all Spanish workers are factory workers and laborers, compared to a third of Black workers and a fourth of all Chicago workers.

The median income of Spanish-speaking families in the Chicago area was $8,980 in 1970, or about 72 percent of the income of all white families, which stands at $12,520. The median income of Puerto Rican families was more than $2,000 under that of Mexican families ($7,280 versus $9,310).

Thirteen percent of the area's Spanish-speaking families live below the poverty level, compared to 4 percent of all white families. Twice as high a proportion of Puerto Rican families live in poverty as Mexican families (21 versus 10 percent).

In the three major communities, median income of Spanish-speaking families was $8,770 in Uptown, $6,500 in West Town and $7,760 in Lower West Side. The proportion of families living in poverty in these same communities was 12, 27 and 17 percent, respectively.

Additional detailed statistical information relating to selected population variables is included in Appendix A.

Additional Comparison of Chicago's Black and Spanish

Of the 590,000 persons living in Chicago's poverty area in 1970, 64.5 percent are Black, 9.3 percent are Spanish-speaking, 23.3 percent are other (English-speaking) white, and 2.6 percent are other non-white. The 54,600 Spanish in the poverty area represent one-fifth of the city's total Spanish population.

Black adults are better educated than the Spanish in Chicago's poverty area. The typical Black adult completed two years of high school while the average Spanish is a grade-school dropout. More Blacks are Chicago natives than the Spanish (one-fourth of the Blacks were born here compared to 6 percent of the Spanish). More of the Spanish are newcomers (40 percent came to Chicago in the last 5 years compared to 16 percent of the Blacks). But in spite of these advantages in education and longer residence, Black male breadwinners earn less than the Spanish ($7,600 versus $7,800), must travel about 5 miles more to work each day and are twice as likely to be unemployed (11.5 versus 6 percent). In spite of their lower income and higher unemployment rate, Blacks must pay one-fourth more for rent than the Spanish ($123 versus $97 per month) and are three times as likely to spend more than a third of their income on rent (32 versus 11 percent). These data are presented in Table 7.

Age Composition

The average Spanish-speaking person in Chicago is 20 years old -- ten years younger than the average white and two years younger than the average Black. Pre-school children make up 14 percent of Spanish-speaking population, compared to 8 percent of whites and 11 percent of Blacks. School-age children make up a third of the Spanish-speaking and Black population, and a fourth of the white population. At the other end of the age gamut, the elderly (65 years and older) make up 2 percent of the Spanish-speaking population, 5 percent of Blacks and 11 percent of whites in Chicago. These and other data are summarized in Table 8.

Table 7

Employment Profiles of Selected Poverty Areas in Chicago: 1970

	Total	Black	Spanish Speaking	Other White
Number of Persons	589,175	379,860	54,626	139,174
Mean size of family	4.0	4.2	4.6	3.3
% one-parent families	34.3	41.7	19.1	18.6
School years completed (persons over 24)	10.2 yrs.	10.2 yrs.	8.0 yrs.	10.4 yrs.
% born in Chicago	28.7	24.8	6.4	48.6
% born in South	45.8	65.0	7.6	14.3
% born in Chicago over 5 yrs.	81.9	84.4	60.5	84.1
% who came from South in last 5 yrs.	4.4	5.1	2.7	2.3
% males 25-44 in labor force	90.0	88.0	95.5	92.6
% females 25-44 in labor force	47.4	48.6	41.4	46.2
% unemployed				
both sexes	10.6	12.8	7.9	6.7
males	9.5	11.5	6.0	7.3
females	12.2	14.7	13.0	5.5
Weekly earnings				
males	$131	$133	$117	$139
females	$ 97	$ 98	$ 86	$ 99
Hourly earnings				
males	$3.18	$3.18	$2.88	$3.39
females	$2.44	$2.46	$2.14	$2.49
Annual earnings (full time male workers)	$6,716	$6,602	$5,978	$7,332
Total family income				
male heads	$7,900	$7,575	$7,750	$8,600
female heads	$3,800	$3,800	$3,426	$4,322

Table 7, Cont'd

	Total	Black	Spanish Speaking	Other White
% families below poverty level	29.1	35.6	19.9	18.6
male heads	16.6	20.5	13.1	9.5
female heads	53.3	55.2	57.8	38.6
Installment debt				
% of families with monthly debt over 10% of income	29.5	40.0	26.9	20.6
Median rent	$114	$123	$ 97	$ 88
% families with rents over 35% of income	26.3	32.3	11.3	9.3
Place of work				
% working in suburbs				
males	18.7	18.4	23.4	16.1
females	10.0	12.6	12.0	5.4
Method of transportation to work (more than one method may be used)				
% using public transportation				
males	38.0	42.7	32.8	30.1
females	69.6	75.6	65.1	55.3
% driving or riding in an automobile				
males	55.3	56.5	53.4	47.5
females	28.9	32.4	20.5	22.9
Time to get to work				
% under 30 minutes				
males	43.2	39.0	47.5	57.5
females	43.3	34.0	48.1	62.7
% over 1 hour				
males	13.0	16.0	13.0	7.5
females	15.0	19.3	7.4	6.1

Source: 1970 Census of Population and Housing, Chicago, Illinois, Summary, PHC (3)-16.

Table 8

General and Employment Characteristics of Spanish-Speaking Population, Compared to Black and Total Population, Chicago City and SMSA: 1970 (Percentage Distribution)

	Spanish-Speaking		Black Population		Total Population	
	Chicago	SMSA	Chicago	SMSA	Chicago	SMSA
Percent of Population						
Under 5	14.4	14.2	10.8	10.8	8.4	8.6
5 to 14	25.5	26.1	24.4	25.4	18.5	20.3
15 to 19	9.4	9.5	9.7	9.9	8.4	8.8
20 to 64	48.5	48.0	49.6	48.5	54.1	53.5
65 and Older	2.2	2.2	5.5	5.4	10.6	8.8
Median Age	20.3	20.1	22.4	22.3	29.6	28.4
Percent of Households						
Single Persons	13.6	11.9	22.9	22.0	27.8	20.9
Husband-Wife	71.4	74.9	50.8	52.1	56.1	67.0
Female Head	10.5	9.2	22.6	22.0	12.8	9.5
Other Head	4.4	4.0	3.8	3.8	3.3	2.6
Percent Persons 16 Yrs. and Older						
Labor Force, Males	84.3	85.0	73.2	73.1	76.9	80.7
In Labor Force, Females	43.7	44.5	45.9	46.5	46.7	45.2
Percent Workers						
Professionals	6.0	7.2	8.4	8.4	12.6	14.7
Managers	1.9	2.6	2.6	2.5	5.2	7.7
Sales Workers	3.0	3.4	3.3	3.2	5.9	7.5
Clerical Workers	15.5	15.1	22.2	21.4	24.2	21.9
Craftsmen	12.1	13.4	9.8	9.8	12.7	14.5
Operatives	43.3	40.7	27.3	27.5	21.3	17.9
Laborers	7.3	7.8	7.4	7.5	5.1	4.4
Service Workers	9.9	10.0	19.0	19.6	12.8	11.0

Households

In Chicago, single persons make up but 14 percent of Spanish-speaking households compared to 23 percent of Black households and 28 percent of all households. Households headed by women constitute 10 percent of Spanish-speaking households, 23 percent of Black households, and 13 percent of all households. Normal husband-wife households account for the vast majority of Spanish-speaking households (71 percent) compared to a bare majority of Black households (51 percent) and all households (56 percent).

The proportion of normal husband-wife households is 64 percent in Uptown, 70 percent in West Town, and 69 percent in Lower West Side. Among the 24 Spanish-speaking communities, Uptown leads in the proportion of single-men households (16 percent) and West Town has the most households headed by women (16 percent). These data are summarized in Table 9.

INTEGRATIVE TRENDS

In 1960, there was considerable association at the neighborhood level with the city's Black population. While the Spanish-speakers did not usually co-inhabit the same buildings or even the same blocks as did the Blacks, they did come into close contact and experienced a degree of competition with them. One factor which contributed to the physical separation of the two was the propensity of the Blacks to make use of public housing, while the Latin Americans rarely if ever occupied those facilities. There was often even considerable segregation between Mexicans and Puerto Ricans when they occupied the same streets, although enough ethnocentrism prevailed to keep the two as completely separated as possible. Some characteristics that the Mexicans and Puerto Ricans had in common were their lower than average education, their poverty in money and material possessions and their youth.

The Cubans, who did not begin to arrive in numbers until the close of the 1950s, showed somewhat different characteristics although their linguistic skills were often as limited as those of the other two groups. They also lacked money and material possessions due to the conditions under which they left their country. Therefore, their "refugee" condition was most instrumental in influencing their settlement pattern which was basically non-integrative.

Table 9

Household Characteristics of Spanish-speaking Population in Selected Chicago Communities

Community Area	All Households	Single Males		Husband-Wife Households		Female Head Households	
		Number	Percent	Number	Percent	Number	Percent
1 Rogers Park	499	78	15.6	343	68.7	52	10.4
3 Uptown	3813	609	16.0	2460	64.5	356	9.3
4 Lincoln Square	123	7	5.7	96	78.0	-	0
5 North Center	138	-	0	99	71.7	22	15.9
6 Lakeview	2882	376	13.0	1895	65.8	401	13.9
7 Lincoln Park	1755	176	10.0	1154	65.6	283	16.1
14 Albany Park	691	53	7.7	525	76.0	88	12.7
21 Avondale	158	19	12.0	95	60.1	28	17.7
22 Logan Square	3108	220	7.1	2346	75.5	328	10.6
23 Humboldt Park	2408	132	5.5	1810	75.2	258	10.7
24 West Town	11258	894	7.9	7932	70.5	1754	15.6
25 Austin	501	32	6.4	414	82.6	12	2.4
28 Near West Side	1050	50	4.8	845	80.5	48	4.6
29 North Lawndale	183	10	5.5	136	74.3	14	7.7
30 South Lawndale	4413	250	5.7	3486	79.0	360	8.2
31 Lower West Side	5753	650	11.3	3932	68.6	604	10.5
46 South Chicago	2698	304	11.3	1913	70.9	262	9.7
48 Calumet Heights	292	5	1.7	255	87.3	9	3.1
51 South Deering	521	20	3.8	411	78.9	54	10.4
53 West Pullman	98	-	0	98	100.0	-	0
58 Brighton Park	200	-	0	174	87.0	12	6.0
60 Bridgeport	518	35	6.8	339	65.4	93	18.0
61 New City	984	99	10.1	682	69.3	83	8.4
68 Englewood	153	15	9.8	126	82.3	12	7.8
Total 24 Areas	44197	4034	9.1	31566	71.4	5133	11.6
Total Chicago	61876	6175		44247		6250	

To a large degree the Latin population inhabits older and poorer areas in the city. They live with other ethnic groups without displaying a significant preference for one over another. Coincidentally, they are often found in German, Polish, or Italian neighborhoods and seem to be following an older system which results in the most recent newcomers accepting whatever is available to them. The 1960 settlement patterns appeared to indicate a stronger Black/Puerto Rican association than Mexican/Black association, particularly on the North Side. The 1970 information, however, indicated heavy shifts generally away from Latin/Black contact but specifically from Puerto Rican to slightly greater Mexican/Black association, this time in the Far South area. Cubans display the least Black association of all Spanish-speaking groups.

The increase in size and density of the Spanish-speaking population has resulted in the development of certain highly visible activities catering to their needs and desires. The Mexicans especially have tried to preserve their rich cultural heritage. Their civic associations sponsor parades, dances and rodeos. They have also developed some small business districts in which the establishments are owned and operated by Mexicans to satisfy Mexican tastes. The commercial area in the Far South has strengthened during the past decade in response to the growing consolidation of Mexicans there. Of the two community areas in the Central West, the area to the south of the canal, New City and Back of the Yards, has also grown to service the incoming population there. The area north of the canal - Eighteenth Street - may be in jeopardy, however, as it now borders on the Black community. Its continued existence may depend more upon the future movement of Blacks into the area than on anything the Mexicans can do.

There is less visible evidence of the Puerto Rican presence. Their business ventures tend to satisfy the more general needs of their community. They own such things as grocery stores, dry cleaners, barber shops, driving schools, etc. Sometimes the only ethnic feature about these activities is the Spanish language. However, special Puerto Rican parades and observances are on the increase. They have joined the many national groups which sponsor a yearly parade through the community and down State Street in celebration of their ethnic background.

The one characteristic associated with all three groups, the Spanish language, has made itself evident throughout the settlement area and in some ways throughout the city as well. Movies, books, periodicals and advertising in Spanish are found in abundance throughout the Latin settlement. Schools have special instruction in Spanish and English is taught as a "second language" to Latin children. Various agencies sponsor English language and other adult education programs. Also, many of the Catholic churches in the area conduct mass and hear confession in Spanish. By 1970, there were also several television and radio programs broadcast in Spanish and several public service programs which dealt with problems peculiar to the Spanish-speaking population. There was also the request for several Spanish-speaking public defenders and that certain laws be made available in Spanish so that Latin Americans would be less apt to accidentally break the law or risk misrepresentation in court. Most of these acknowledgements of the importance of the growing Spanish-speaking population have taken place during the past decade.

If the influx of Spanish-speaking people continues, some of the trends established during the past ten years will become stronger. It is probable that much of any additional new growth will take place on the North-Northwest side. It is probable that most of the Puerto Rican and more of the Mexican newcomers will be attracted to that area. However, since much of the movement into the area has been in response to the location of the Black population, factors in their settlement pattern, such as new public housing, could remove some of the housing competition with the Latin Americans. The announced $80 million public housing project planned for the Pilsen area will certainly have an effect upon these growth, relocation and integration trends of the Spanish-speaking. The Mexican American has, traditionally, avoided public housing in favor of single family dwellings; as such, public housing is most likely to be attractive to Puerto Ricans and Blacks.

It is believed that the Cuban immigration has passed its peak. As Cubans continue to relocate around the city and into the suburbs, they will probably contribute little to the growth of the Spanish-speaking community of the future.

Transportation and associated location of employment had been seen as the reason for the earlier Spanish-speaking settlement pattern just as it had been for earlier European groups in the city. However, the transportation problem for the early Europeans was more of a question of technology; no economical source of private transportation

had yet been invented. For the Latin Americans, it has been more of a problem of economics and experience. With an improved economic base and the proliferation of driving schools with Spanish-speaking instructors, this is rapidly changing and exerts less of an influence on the settlement pattern.

In the future, several factors will influence the size and shape of the Latin American settlement pattern. One important consideration will be the number of immigrants during the next decade. It was noted that there should be a decided downturn in the Cuban flow and there is evidence that Puerto Ricans are no longer leaving their island in the great numbers of the past. One factor difficult to measure or predict is the influence of ethnic pride and identity versus the need to fit in and assimilate into the larger society.

It appears that the greatest locational influence in the future will be related to economics, housing availability and competition with the Black population. If Spanish-speaking people continue to improve their educational and occupational skills, they will be able to afford a wider variety of housing, some of which may even lie outside the city. The question of Black association may be the most important of all. If current trends continue, the Spanish-speaking neighborhoods of the far south may all but disappear and the northern portion of the Central West will come under heavy pressure. This would leave the areas to the southwest and northwest as prime targets for new Spanish-speaking settlement.

The 1980 census may reveal as much change as did the 1970. Even if Latin American population does not increase to the degree it did during the past decade, there may be a considerable difference in the settlement pattern. Also, the growing Latin population together with a continued increase in the number of Blacks during the 1970s may establish the two as a majority of the city's total population. This could cause a great difference in the structure of the city, politically, commercially and ethnically.

INDEPENDENT ESTIMATES OF CHICAGO'S SPANISH-SPEAKING POPULATION

The methods used in the undercount survey of April, 1973, were births, deaths and international migration. Internal migration is much harder to calculate among states and smaller areas within the states. However, there are other procedures which may be used to compare

counts of the 1970 Census against independent counts. Births and deaths, school enrollment, and the sex ratio are three such procedures which may be used in estimating the undercount of Latins in Chicago.

Births and Deaths

It is possible to take births occurring in Chicago in 1969, subtract infant deaths in 1969, and allow for infants or parents, family migration, and generate an estimate of persons under one year of age on January 1, 1970. By taking births in 1968, subtracting deaths of infants in 1968 and of 1-year olds in 1969 -- allowing for the migration of this age group -- an estimate of persons 1 year old on January 1, 1970 can be developed. This procedure may be repeated for persons born in 1967, 1966, 1965 and 1964, and by subtracting subsequent deaths and migrants, produce counts of 2, 3, 4 and 5-year olds in 1970. These counts may be calculated for whites and nonwhites, and may be compared to the 1970 Census counts of 0 to 5 year olds by race. Any discrepancy between the two counts should reflect the undercount by the Census of persons in these age groups.

Tables 10 and 11 compare birth and Census counts of persons under 1 in 1970 for Chicago. The resulting Census undercounts of this population is 6.6 percent for Chicago whites, and 18.8 percent for Chicago nonwhites. Based on these data it is estimated that the Chicago undercount is 6 percent for white infants and 10 percent for Latin infants, (via interpolation of Spanish-speaking and Black parent population).

Comparing the 1970 and 1960 Undercounts

It is possible to use the same methods to survey the 1960 population that were used before to project the 1970 population. A comparison of the 1970 projection with the 1970 Census count should reflect differences in under-enumeration in both census years. Such a projection was made in January, 1970 -- estimating a current population of 3,352,000 persons in Chicago. The final Census count was 3,369,359 -- 17,359 over the estimated figure. If the estimates of natural increase and migration which we used to make this projection are accurate, the Census missed 17,359 fewer Chicagoans in 1970 than in 1960, which is consistent with the improvement in the national undercount between the two census periods.

Table 10

Population Under One Year Old in Chicago: 1970

County	Births Less Infant Deaths 1970 Vital Statistics			Persons Under 1 Year 1970 U.S. Census		
	Total	White	Nonwhite	Total	White	Nonwhite
Chicago	67,708	36,476	31,232	59,451	34,075	25,376

Table 11

Differences in Population Under One Year Old Between 1970 Vital Statistics and 1970 U.S. Census

	Total		White		Nonwhite	
	Number	Percent	Number	Percent	Number	Percent
Chicago	8,675	12.8	2,401	6.6	5,856	18.8

Sources: Vital Statistics Illinois 1970, Illinois Department of Public Health 1970 Census of Population, Bureau of the Census

Piecing together the precise and less than precise measures of the undercount in Chicago's population, it is estimated that 138,660 persons, or 4 percent, were missed in 1970. This includes 12,140 Spanish-speaking (5 percent). These data are summarized in Table 12.

School Enrollment

Public school attendance by Chicago residents in 1970 according to the Chicago Board of Education and the 1970 Census is compared in Tables 13 and 14. We find a Census undercount of elementary school enrollment of 1 percent for whites and an overcount of 3 percent for Latins. Census counts of high school enrollment are from 11 to 16 percent higher than Board of Education counts. All told, the Census shows 3 percent more enrollment in Chicago public schools than does the Board of Education.

The overcount of high school enrollment is probably due to dropouts who are misreported as still attending school by unknowing or protecting parents. The Census overcount of Spanish-speaking students in both elementary and high schools is explainable by the Board of Education's more narrow definition of Spanish-speaking students as those born in Latin American or whose parents are born in Latin America. According to the Census, there are 215,000 Chicago Latins of first or second generation, and there are 247,000 Chicago Latins counted as Spanish-speaking by the Census.

After adjusting for these discrepancies, it is estimated that the 1970 Census undercount of school-age population in Chicago was 3 percent for Latins.

Table 12

Estimated Undercount of the Population by Age and Color, City of Chicago: 1970

	Spanish-Speaking	
	Number	Percent
Under 1	700	10
1-4	1,400	9
5-20	2,600	3
20-29	2,800	6
30-39	2,050	5
40-49	1,500	5
50-64	800	4
65 & Older	160	3
All Ages	12,140	5

Table 13

Students Attending Public Elementary and High Schools in Chicago: 1970

	Chicago Board of Education Student Racial Survey 1970			1970 Census of Population		
	Total	Black	Spanish-Speaking	Total	Black	Spanish-Speaking
Elementary	433,283	244,398	45,902	429,396	235,294	47,190
High School	134,102	70,394	10,472	155,551	78,479	12,085
Total	567,385	314,792	56,374	584,947	313,773	59,275

Table 14

Differences in Public School Enrollment Between Chicago Board of Education and 1970 U.S. Census

	Total*		Black*		Spanish-Speaking*	
	Number	%	Number	%	Number	%
Elementary	-6,113	-1.4	-9,104	-3.7	1,288	2.7
High School	21,449	16.0	8,085	11.5	1,613	15.4
Total	17,562	3.1	-1.019	-0.3	2,901	5.2

*Note: Negative numbers (e.g. -6,113 for Elementary/Total) indicate a smaller enrollment in the school than reported in the Census. Positive numbers indicate greater enrollment counts in the schools than reported in the Census.

Source: Student Racial Survey, 1970 Chicago Board of Education 1970 Census of Population, Bureau of the Census.

CHAPTER II

How HEW-Supported Agencies Serve The Spanish-Speaking in Chicago

As demonstrated in Chapter I, Chicago's fastest growing minority group, and one of its most economically disadvantaged, is the Spanish-speaking. The major purpose of this study was to determine the needs for health, education, and social welfare services of the Spanish-speaking population in Chicago, and to draw inferences about about the degree to which HEW funds in Chicago are reaching this specific minority and the extent to which it was having a an impact upon them. This Chapter is devoted to a discussion and analysis of HEW-supported programs and projects in Chicago in terms of their general level of funding, their general and specific goals and objectives, and, most important for this study, the degree to which Spanish-speaking residents are availing themselves of these services.

This Chapter is organized in the following manner. Initially a section is devoted to a discussion of the magnitude of HEW-related financial assistance in the City of Chicago. Then the various programs and projects are categorized by source of funding. Tabular presentations are included referencing funding levels, locations, and, where available, the number of proportion of Spanish-speaking clients served by the project. Finally, a brief section summarizes the implications of this data.

LEVEL OF HEW-FINANCIAL ASSISTANCE

During Fiscal Year 1973, the Department of Health, Education and Welfare allocated $2,300,979,088.00 to Cook County, Chicago in Federal Assistance.[1] Approximately 67% of these monies ($1.56 billion) was channelled through the Social Security Administration in the form of direct payments to beneficiaries An additional 23% ($5.45 million) was channelled through Social and Rehabilitation Services, most of which were in direct payments to clients and beneficiaries through the Illinois Department of Public Aid. The balance -- primarily in the form of formula aid and project grants was divided between Office of Education funds ($95.7 million), the National Institute of Health ($50.4 million), Health Services and Mental Health Administration ($29.9 million), the Office of Child Development and Office of Human Development ($16.7 million) and the Food and Drug Administration ($3.3 million).

[1] Federal Assistance by Geographic Area: Department of Health, Education and Welfare. June 30, 1973, page 34.

The importance of this needs assessment effort relates to the magnitude of HEW monetary resources expended in Chicago. For example, in order to spend $2.3 billion dollars in a calendar year, one must average of $6.3 million per day, seven days per week, for 365 days. In another context, $2.3 billion is the equivalent of $419 for every man, woman, and child in Cook County of which there were 5,487,845 at the time of the 1970 Census.[2]

HEW-SUPPORTED AGENCIES IN CHICAGO

This section documents the scope of contracts or grants from the Department of Health, Education and Welfare to institutions and agencies in the City of Chicago, for programs or services available to the Spanish-speaking and attempts to indicate the extent to which the Spanish-speaking use these services. Certain types of categorical aid in this category which support non-client activities such as grants for cancer research and facility improvement have been eliminated from this study.

The recipient agencies, the HEW categorical funding program and the amount of the grant or contract was obtained from Federal Assistance by Geographic Area: Department of Health, Education and Welfare, dated June 30, 1973. Verification of each project or program was completed by calling or visiting the project site. Additional information was obtained from agency and institutional brochures, client information sheets and interviews with agency or institutional staff members.

For the convenience of the reader, local recipient agencies are grouped by HEW funding agency (e.g., Office of Education). Institutions or agencies which receive funds from two or more HEW agencies are summarized in a special section.

Each section is prefaced with specific information about many of the institutions and agencies which appear in that section. The number or proportion of Spanish-speaking clients who made use of the service was estimated for each agency. In smaller, special focus contracts and grants, there were no Spanish-speaking clients. Some agency and institutional records were maintained in such a way that estimating the number of Spanish-speaking clients was impossible. In other cases, agency and institutional records had been developed to maintain a highly accurate and up-to-date account of the minorities which were served. In every case, when possible, estimates are included in the tabular presentations.

[2] General Social and Economic Characteristics: Illinois, U.S. Department of Commerce. Social and Economic Statistics Administration. 1970 Census of Population, page 331.

Social Security Administration

The Social Security Administration (SSA) provides the largest single-agency source of federal assistance for individuals in Chicago and Cook Counties. Beneficiaries are former and current participants in the Social Security Program and their dependents. It is impossible to apportion the amount which is designated for recipients in the City of Chicago. All legal, Spanish-speaking residents of Chicago are eligible for participation in the Social Security program; as a result, the records of the Social Security Administration are important in estimating the size of the population served by HEW, and for drawing a sample about which inferences concerning specific welfare-related needs can be drawn. Table 15 includes the major program areas of the Social Security program, and summarizes their costs for the 1973 Fiscal Year. The Social Security Administration estimates that it serves 150,000 Spanish-speaking clients.

Table 15

Summarization of major programmatic fund allocations for Social Security Administration funds -- Cook County

Program Title	Funding Level
Survivors, Retirement Benefits or Dependents	$757,570,268
Health Insurance for the Aged	$196,959,472
Social Security -- Retirement Insurance	$112,160,181
Miscellaneous Administrative Expense	$ 85,377,814
Disabled Beneficiaries and/or Dependents	$ 79,084,342
Health Insurance for Aged: Supplemental Medical	$ 53,755,160
Social Security: Survivors Insurance	$ 47,939,111
Social Security: Disability Insurance	$ 13,855,158
Disabled Coal Miners and/or Dependents	$ 1,695,897
Special Benefits for Coal Miners	$ 438,243

Social and Rehabilitation Services

Social and Rehabilitation Services (SRS) is the second largest source of HEW financial assistance for Chicago and Cook County. SRS has programs of both formula aid and special grants. The major formula grant programs are summarized in Table 16.

Table 16

Summary of major programmatic allocations for Social and Rehabilitation Service funds -- Cook County

Program Title	Funding Level
Illinois State Department of Public Aid	
Medical Assistance	$190,855,394
State and Local Training	$ 610,754
Social Services	$ 85,100,200
Maintenance Assistance	$250,019,257
TOTAL	$526,585,605
State Division of Vocational Rehabilitation	$ 11,736,257
Department of Child and Family Services	$ 1,204,116
Illinois Older American Act Title 3	$ 1,746,656
Miscellaneous Administrative Expenses	$ 110,688

The Illinois Department of Public Aid was able to provide a list of Spanish-speaking clients served by the Department. This list was updated in January, 1974 and includes approximately 2,170 Spanish-speaking clients. This is a very conservative estimate of the number served in Cook County. Spanish-speaking clients who were participating in Public Aid prior to 1970 are listed as "others" on the heritage code. Others, who are more recent participants in the program, may have been coded as "others" due to habit and tradition of the Public Aid staff.

Other agencies receive special grants or contracts from SRS for a variety of programs, many of which are designed for the disabled. These grants range in scope from $7,000 to the Rehabilitation Institute of Chicago for Comprehensive Social and Rehabilitation Training, to $107,566 for a similarly focused grant to the University of Health Services. Nine (9) of these major grants/contracts are summarized in Table 17.

The right hand column of Tables 17 through 21 which present data concerning the specific programs includes an estimate or commentary on the number or proportion of clients of the specific agency or program who are receiving services and who are Spanish-speaking. In general, the following definitions are used throughout these Tables:

None indicates that records on heritage are available and these records indicate that no Spanish-speaking clients are being served.

None Reported indicates that, following personal and written contacts, no formal indication of the number of Spanish-speaking being served was obtained.

Some, but records are not available, indicates that the agency representative with whom VAL staff met indicated that there were Spanish-speaking clients, but that no specific record was kept on the number.

In those cases where precise figures were available, they are reported. In many cases where the project or program was relatively small and not within a Spanish-speaking catchment area, and/or where record keeping procedures limited precise estimates, the agency staff were asked to indicate their estimates of the size of the Spanish-speaking clientele; these estimates were usually in the form of none, few, some or many, and are so reported.

Table 17

FUNDING AGENCY: Social and Rehabilitation Service

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Chicago Committee for Senior Citizens	Rehabilitation Research & Development Grant	Precise data not available but Administrator indicated that "Many" Spanish-speaking clients were served.
Governor's Office of Human Resources	Developmentally Disabled Basic Support ($79,517)	No specific data available. Reported "some" Spanish-speaking clients served.
Rehabilitation Institute of Chicago	Comprehensive Social and Rehabilitation Training ($7,000) Rehabilitation Services & Facilities-Special Projects ($27,045)	Clients = 6%
University of Health Services	Comprehensive Social and Rehabilitation Training ($107,566)	No Spanish-speaking students reported.

Agencies and Institutions Funded From Multiple Agencies

Most major educational institutions, the City of Chicago (including the Boards of Health and Education) and the various Chicago hospitals receive aid from two or more HEW agencies. These data are summarized in Table 18.

Nearly all universities and many colleges fall into this category. Central YMCA Community College is unique in Chicago because its student body is 10% Spanish surnamed. Nearly 90% of its students receive financial aid under programs funded by HEW. Central YMCA has an open admissions policy; no student is turned away. Those unable to compete academically at the college level may take courses in the Developmental Institute designed to prepare them for the Junior College. Those with insufficient command of English may take courses in the English Language Institute.

De Paul University, including both downtown and Lincoln Park campuses, also receives funds from several sources, again most of them involving financial aid for students. They also participate in a special loan program for Cuban students.

Table 18

FUNDING AGENCY: Multiple Funding

INSTITUTION: American Association of Medical Records

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
National Institutes of Health	Allied Health Professions Traineeship Grant ($19,230)	No Spanish-speaking students reported.
	Allied Health Professions: Special Project ($155,521)	

INSTITUTION: American Dietetic Assn.

Office of the Secretary	Child Development - Head-start ($113,897)	Reportedly some Spanish-speaking students in Headstart. Specific numbers not reported.
National Institutes of Health	Allied Health Professions Traineeship Grant ($61,280)	

Table 18

INSTITUTION: Central YMCA Community College

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Office of Education	Drug Abuse Education ($2,854)	One hundred and sixty (160) Spanish-speaking students enrolled and securing assistance from one or more project sources.
	Education Opportunity Grants ($540,513)	
	Post Secondary Innovation ($49,184)	
	Higher Education - Strengthening Developmental Institute ($145,000)	
	Higher Education Work-Study ($1,482,994)	
	National Defense Student Loan Cancellations ($133,475)	
	Special Service - Disadvantaged Students in High ($98,000)	
	Talent Search ($164,700)	
	Upward Bound ($271,250)	
	Higher Education - Cooperative Education ($30,000)	
	Higher Education - Veterans - Payments to IEH ($25,377)	
Health Service and Mental Health Administration	Mental Health - Hospital Staff Development Grant ($16,200)	
National Institutes of Health	Allied Health Professions - Special Improvement ($78,209)	

Table 18

CHICAGO, CITY OF

Branch	Name of Grant and Amount	Funding Agency	Number or Proportion of Spanish Speaking Clients Served
Board of Health	Professional Pub. Health Personnel ($7,920)	NIH	None reported.
Chicago Committee on Urban Opportunity	Child Development-Headstart ($9,502,477)	OS	Large number of Spanish-speaking students enrolled; particularly in specific centers.
	Child Development-Headstart ($4,728,715)	OS	
	Child Development-Headstart ($25,341)	OS	
City of Chicago	Preschool, Elementary & Secondary Ed. - Special Programs ($445,992)	OE	Large number of Spanish-speaking students enrolled; particularly in specific centers and schools.
	Bilingual Education ($570,738)	OE	
	Drug Abuse Education ($6,620)	OE	
	Education Personnel Training Grants ($566,585)	OE	
	Educ. R & D - General Ed (Project) ($100,000)	OE	
Board of Education	Vocational Ed.-Innovation ($162,979)	OE	Chicago Board of Education reported an increase in [illegible]
	Follow-Through ($404,263)	OE	

Table 18

INSTITUTION: Chicago City Colleges

Funding Agency	Specific College, If Mentioned	Name of Grant and Amount	Number or Proportion of Spanish Speaking Clients Served
OE		Educational Opportunity Grants ($1,787,426)	from 1972 to 1973 of .6%, i.e. from 11.1% to 11.7% an absolute increase of 1,752 students. The contractor was unable to obtain specific statistics by funded program.
OE		Higher Education Work-Study ($3,531,899)	
OE		National Defense Student Loan Cancellations ($453,900)	
OE		Higher Ed. - Veterans - Payments to IEH ($251,453)	Chicago City Colleges reported 464 Spanish surnamed students enrolled (2.6% of total enrollment) in Fall, 1970.
OE		Higher Ed. - Cooperative Education ($55,000)	
OE		Special Service Disadvantaged Students in High ($525,000)	
SRS		Comprehensive Social & Rehabilitation Trng. ($35,050)	
NIH		Allied Health Professions Special Project ($55,042)	
NIH		Nursing Scholarships ($32,105)	
NIH		Nursing Student Loans ($64,281)	
NIH		Nursing Occupation Grants ($130,326)	
NIH	Malcolm X College	Nursing Student Loans ($6,925)	Reported 26 Spanish surnamed students (0.7% of enrollment) in Fall, 1970
OE	Bogan Branch	Nat'l Defense Student Loan Cancellations ($13,777)	
OE	Crane Branch	Nat'l Defense Student Loan Cancellations ($175,215)	

Table 18

INSTITUTION: Chicago City Colleges (con't.)

Funding Agency	Specific College, If Mentioned	Name of Grant and Amount	Number or Proportion of Spanish Speaking Clients Served
OE	Fenger Branch	Higher Ed. - Strengthening Develop Inst. ($267,500)	
OE	Loop College	Nat'l Defense Student Loan Cancellations ($220,191)	Loop College reported largest number and percentage of Spanish-speaking enrollment of Chicago City Colleges: 168, or 6.8% of total enrollment, in Fall 1970
OE	Loop College	Higher Education - Cooperative Ed. ($25,000)	
OE	Southeast Branch	Educational Opportunity Grants ($6,000)	
OE	Southeast Branch	Higher Ed. - Strengthening Develop Inst. ($200,000)	
OE	Southeast Branch	Nat'l Defense Student Loan Cancellations ($72,493)	
OE	Wright Branch	Higher Education Work-Study ($15,000)	Reported 115 Spanish-speaking students (3.3% of total enrollment) in Fall, 1970.
		Nat'l Defense Student Loan Cancellations ($6,132)	
OE	Amundson-Mayfair	Nat'l Defense Student Loan Cancellations ($59,683)	
OE	Kennedy-King	Nat'l Defense Student Loan Cancellations ($37,187)	
NIH	Kennedy-King	Nursing Scholarships ($8,689)	
NIH	Kennedy-King	Nursing Student Loans ($17,269)	
OE	Kennedy-King Students Advisory Council	Drug Abuse Education ($63,500)	

Table 18

INSTITUTION: Chicago City Colleges (con't.)

Funding Agency	Specific College, If Mentioned	Name of Grant and Amount	Number or Proportion of Spanish Speaking Clients Served
NIH	Olive-Harvey	Nursing Student Loans ($9,826)	
NIH	Olive-Harvey	Nursing Occupations Grants ($27,860)	
INSTITUTION: Chicago College of Osteopathy			
OE		Higher Ed. - Strengthening Develop. Inst. ($267,500)	
OE		Higher Education Work-Study ($6,519)	
NIH		Health Professions Capitation Grants ($602,506)	
NIH		Health Professions Scholarships ($28,907)	
NIH		Health Professions Student Loans ($152,369)	
INSTITUTION: Chicago State University			
OE		Civil Rights Technical Assistance & Training ($162,772)	Chicago State College reported 57 Spanish-speaking enrollees (1.9% of total enrollment) in Fall, 1970.
OE		Handicapped Teacher Education ($75,430)	
OE		Educational Opportunity Grants ($238,773)	
OE		Higher Education Work-Study ($703,164)	

Table 18

INSTITUTION: Chicago State University (con't.)

Funding Agency	Name of Grant and Amount	Number or Proportion of Spanish Speaking Clients Served
OE	Nat'l Defense Student Loan Cancellations ($1,799)	
OE	Nat'l Defense Student Loan Cancellations ($293,347)	
OE	Higher Education - Veterans - Payments to IEH ($17,180)	
OE	Higher Education - Cooperative Education ($29,000)	
NIH	Nursing Scholarships ($3,621)	
NIH	Nursing Student Loans ($8,446)	
NIH	Biomedical Sciences Support Grants ($80,066)	

INSTITUTION: Children's Memorial Hospital

HSMHA	Health Services Research & Devpt. Grants ($50,808)	No data on Spanish-speaking available.
NIH	Child Health & Human Development Training ($46,315)	
NIH	General Clinical Research Centers ($243,589)	

Table 18

INSTITUTION: Cook County School of Nursing

Funding Agency	Name of Grant and Amount	Number or Proportion of Spanish Speaking Clients Served
OE	Higher Education Work-Study ($31,782)	Limited number of Spanish-speaking enrolled.
NIH	Nursing Scholarships ($8,979)	
NIH	Nursing Students Loans ($22,938)	
NIH	Nursing Occupation Grants ($28,902)	

INSTITUTION: DePaul University

OE	College Teacher Graduate Fellowships ($7,000)	Reported 68 Spanish-speaking enrollees (1.7% of total enrollment) in Fall, 1970.
OE	Educational Opportunity Grants ($277,148)	
OE	Higher Education Work-Study ($142,767)	
OE	Nat'l Defense Student Loan Cancellations ($6,341)	
OE	Nat'l Defense Student Loan Cancellations ($594,109)	
SRS	Comprehensive Social & Rehab. Training ($421,277)	
OE	Cuban Education - Student Loans ($3,700)	

Table 18

INSTITUTION: DePaul University (con'd.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
NIH	Nursing Scholarships ($11,684)	
NIH	Nursing Students Loans ($80,880)	
NIH	Nursing Occupation Grants ($47,032)	
	Child Development & Human Devel.-Training ($45,409)	

INSTITUTION: Illinois College of Optometry

OE	Higher Education Work-Study ($25,443)	None reported.
NIH	Health Professions Capitation Grants ($316,109)	
NIH	Health Professions Scholarships ($42,703)	
NIH	Health Professions Student Loans	
NIH	Health Professions Special Project ($124,615)	

Table 18

INSTITUTION: Illinois Institute of Technology (IIT)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
OE	College Teacher Graduate Fellowships ($47,000)	Twenty-four Spanish-speaking students enrolled in 1973. This was a reduction of 36.8% from 38 reported in 1970.
OE	Educational Opportunity Grants ($39,291)	
OE	Higher Education Work-Study ($10,865)	
OE	Nat'l Defense Student Loan Cancellations ($2,135)	
OE	Nat'l Defense Student Loan Cancellations ($4,976,253)	
SRS	Comprehensive Social & Rehabilitation Training ($152,571)	

INSTITUTION: Illinois Masonic Hospital & Medical Center

NIH	Nursing Scholarships ($7,000)	Many Spanish-speaking clients served by Family Planning Clinic. Specific enumeration data was not available. No Spanish-speaking students reported receiving nursing loans or scholarships.
NIH	Nursing Student Loans ($13,964)	
OE	Higher Education Work-Study ($18,109)	
HSMHA	Health Services Devel.-Project Grants ($39,957)	

Table 18

INSTITUTION: Loyola University

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
OE	College Teacher Graduate Fellowships ($40,375)	Loyola reported 85 Spanish-speaking students enrolled (1.3% of total enrollment) in Fall, 1970.
OE	Educational Opportunity Grants ($254,711)	
OE	Higher Education Work-Study ($370,913)	
OE	Nat'l Defense Student Loan Cancellations ($7,528)	
OE	Nat'l Defense Student Loan Cancellations ($875,620)	
OE	Upward Bound	
OE	National Institute of Education ($65,000)	
HSMHA	Mental Health Hospital Staff Development Grant ($289,908)	
SRS	Comprehensive Social & Rehabilitation Training ($50,593)	
OE	Cuban Education - Student Loans ($3,000)	
NIH	Grad. Training in Public Health Project Grant ($10,692)	
NIH	Health Professions Capitation Grants ($1,892,991)	

Table 18

INSTITUTION: Loyola University (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
NIH	Health Professions Scholarships ($84,174)	
NIH	Health Professions Student Loans ($444,411)	
NIH	Professional Nurse Traineeships ($49,586)	
NIH	Nursing Scholarships ($27,663)	
NIH	Nursing Student Loans ($68,779)	
NIH	Allied Health Professions - Special Improvement ($22,102)	
NIH	Health Professions - Special Projects ($254,679)	
NIH	Nursing Occupation Grants ($112,606)	
NIH	Cancer - Clinical Training ($9,882)	
NIH	General Medical Sciences - Training Grants ($89,334)	
NIH	Heart & Lung Research Grad. Training Grants ($60,669)	
SRS	Comprehensive Social & Rehabilitation Training ($89,421)	

Table 18

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
INSTITUTION: North Park College & Theological Seminary		
OE	Educational Opportunity Grants ($114,250)	Twelve Spanish-speaking students (1.1% of total enrollment) reported in Fall, 1970.
OE	Higher Education Work-Study ($131,535)	
OE	Nat'l Defense Student Loan Cancellations ($2,041)	
OE	Nat'l Defense Student Loan Cancellations ($152,351)	
OE	Higher Ed. - Veterans - Payments to IEH ($1,865)	
NIH	Nursing Scholarships ($9,317)	
NIH	Nursing Student Loans ($22,055)	
NIH	Nursing Occupation Grants ($32,913)	
INSTITUTION: Northwestern University - Chicago Campus		
OE	Educational Opportunity Grants ($9,806)	No Spanish-speaking students reported on Chicago Campus. Only 19 (0.4% of total enrollment) reported for main campus in Fall, 1970.
OE	Higher Education Work-Study ($3,041)	
OE	Nat'l Defense Student Loan Cancellations ($87,103)	
SRS	Comprehensive Social & Rehabilitation Research ($297,514)	

Table 18

INSTITUTION: Rush Presbyterian St. Luke's Hospital

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
HSMHA	Health Services Research & Development Grant ($212,362)	Total of four (4) Spanish speaking students reported receiving financial assistance in 1973-1974. These were all nursing scholarships.
NIH	Health Professions Capitation Grants ($428,979)	
NIH	Health Professions Scholarships ($20,777)	
NIH	Health Professions Student Loans ($102,904)	
NIH	Nursing Scholarships ($11,104)	
NIH	Nursing Student Loans ($19,267)	
NIH	Nursing Occupations Grants ($36,324)	
NIH	Child Health & Human Development Fellowships ($25,000)	
NIH	Cancer-Clinical Training ($38,286)	
NIH	Heart & Lung Research - Graduate Training Grant ($54,204)	
NIH	Allergy and Infectious Disease Training Grants ($50,467)	
NIH	Neuro Disease and Stroke Graduate Training ($35,289)	

Table 18

INSTITUTION: Ravenswood Hospital Medical Center

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
HSMHA	Mental Health Community Mental Health Center ($520,708)	None reported.
NIH	Nursing Scholarships ($6,758)	
NIH	Nursing Student Loans ($11,000)	

INSTITUTION: Roosevelt University

OS	Child Development Head-start ($80,361)	Twenty-six (26) students receiving financial aid from one or more sources during 1973-1974. A total of 40 Spanish-speaking students were reported in Fall, 1970. This was 1.5% of total enrollment.
OE	Higher Education Personnel Fellowship ($110,500)	
OE	Educational Opportunity Grants ($149,233)	
OE	Higher Education Work-Study ($61,572)	
OE	Nat'l Defense Student Loan Cancellations ($6,161)	
OE	Nat'l Defense Student Loan Cancellations ($306,543)	
OE	Upward Bound ($114,000)	
OE	Higher Education Cooperative Education ($40,000)	

Table 18

INSTITUTION: Roosevelt University (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
OE	Higher Education - Veterans - Payments to IEH ($30,335)	
OE	National Institute of Education ($9,997)	
INSTITUTION: Rush Medical College		
OE	Educational Opportunity Grant ($1,705)	None reported.
OE	Higher Education Work-Study ($60,304)	
OE	Nat'l Defense Student Loan Cancellations ($56,212)	
INSTITUTION: St. Xavier College		
OE	Educational Opportunity Grants ($38,544)	Five (5) Spanish-speaking students receiving assistance from one or more HEW-sponsored programs. No Spanish-speaking students were reported in Fall, 1970.
OE	Higher Education Work-Study ($63,383)	
OE	Nat'l Defense Student Loan Cancellations ($4,674)	
OE	Nat'l Defense Student Loan Cancellations ($132,525)	
OE	Higher Education - Veterans - Payments to IEH ($1,519)	

Table 18

INSTITUTION: St. Xavier College (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
HSMHA	Mental Health Hospital Staff Development Grant ($181,281)	
NIH	Professional Nurse Traineeships ($4,893)	
NIH	Nursing Scholarships ($18,104)	
NIH	Nursing Student Loans ($46,794)	
NIH	Nursing Occupations Grants ($52,434)	

INSTITUTION: University of Chicago

SRS	Comprehensive Social & Rehabilitation Research ($80,383)	To complay with regulations, the University of Chicago does not maintain records based upon heritage or natural origin. However, the University carried out a "head count" enumeration in Fall, 1970, and reported 19 (0.9% of total enrollment) Spanish-speaking students enrolled.
OE	Handicapped Research and Demonstration ($36,400)	
OE	Educational Activities Overseas - Inter-Inst. Co-op ($28,029)	
OE	Adult Education Special Projects ($35,000)	
OE	Ed. Classroom Personnel Training Teacher Div. ($195,200)	

Table 18

INSTITUTION: University of Chicago (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
OE	College Teacher Graduate Fellowships ($244,510)	
OE	Educational Opportunity Grants ($85,105)	
OE	Fulbright-Hays Training Grant Faculty Resc. ($45,921)	
OE	Higher Education Work-Study ($149,821)	
OE	Nat'l Defense Student Loan Cancellations ($29,755)	
OE	Nat'l Defense Student Loan Cancellations ($2,282,034)	
OE	National Institute of Education ($620,431)	
HSMHA	Health Services Research & Development Grants ($496,478)	
HSMHA	Regional Medical Program Operational & Plan ($419,746)	
NIH	Health Professions Capitation Grant ($743,779)	
NIH	Health Professions Scholarships ($31,616)	
NIH	Health Professions Student Loans ($168,554)	

Table 18

INSTITUTION: University of Chicago (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
NIH	Professional Public Health Personnel Training ($4,425)	
NIH	Health Professions Special Projects ($165,663)	
NIH	Child Health & Human Development Fellowships ($47,000)	
NIH	Child Health & Human Development Training ($443,992)	
NIH	Cancer-Clinical Training ($48,876)	
NIH	Cancer-Graduate Training ($243,777)	
NIH	General Medical Sciences Fellowships ($124,117)	
NIH	General Medical Sciences Training Grants ($1,266,713)	
NIH	Heart & Lung Research Graduate Training Grant ($254,644)	
NIH	Dental Research Fellowships ($27,000)	
NIH	Arthritis & Metabolic Disease Fellowship ($72,310)	
NIH	Arthritis & Metabolic Disease Graduate Training ($258,828)	
NIH	Allergy & Infectious Disease Fellowship & Development ($50,667)	

Table 18

INSTITUTION: University of Chicago (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
NIH	Allergy & Infectious Disease Training Grants ($115,682)	
NIH	Neuro Disease & Stroke Fellowships ($40,788)	
NIH	Neuro Disease & Stroke Graduate Training ($99,380)	
NIH	Eye Research Fellowships ($26,000)	
NIH	Eye Research Training Grants ($68,794)	

INSTITUTION: University of Illinois

HSMHA	Maternal & Child Health Services ($21,700)	724 Spanish-speaking students were reported at the University of Illinois Chicago Circle Campus.
SRS	Comprehensive Social & Rehabilitation Training ($24,316)	
OE	Handicapped Teacher Education ($42,025)	
OE	Higher Education Personnel Development Inst. Short Term ($15,000)	
OE	College Teacher Graduate Fellowships ($27,000)	
OE	Educational Opportunity Grants ($319,786)	
OE	Higher Education Work-Study ($217,315)	

Table 18

INSTITUTION: University of Illinois (con't.)

Funding Agency	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
OE	Nat'l Defense Student Loan Cancellations ($767,008)	
OE	Special Services Disadvantaged Students in High ($75,916)	
OE	Higher Education Cooperative Education ($30,000)	
OE	Higher Education Veterans Payments to IEH ($81,183)	
OE	Cuban Education Student Loans ($5,000)	
NIH	Health Professions Special Projects ($51,402)	
HSMHA	Maternal & Child Health Services ($159,421)	

Health Services and Mental Health Administration

The largest share of funds from HSMHA are allocated to research and development activities (e.g. The American College of Radiology received $258,823 for Health Services Research and Development activities; the Chicago Board of Health received grants of $1,649,000 and (1,044,232 for Childhood Leadbased Paint Poisoning, and Disease Control, respectively, and the Mile Square Health Center, Inc. located at 2045 West Washington Avenue, received $4,234,522 for Health Services Developmental Activities.) Within this category, Table 19 includes institutions which are receiving research and development grants if they also appear to provide extensive services to a client public, and conceivably, these clients can be considered beneficiaries of the funding.

Spanish-speaking clients are served by these funds in several direct and indirect ways. For example, Benito Juarez Medical Center is partially supported by HEW funds. Located in a Mexican-American inner-city area, it provides low cost medical services to the community, and has predominantly bilingual staff.

The Edgewater Uptown Community Mental Health Center is located in what is probably Chicago's most ethnically diverse neighborhood and includes many Spanish-speaking residents. This center provides general psychological services to the community, including emergency 24 hour-a-day assistance, outpatient service and rehabilitation programs. It also has a branch for Community and Ethnic Services at 1004 West Wilson Avenue. The Illinois Migrant Council at 1307 S. Wabash also serves many Mexican Americans.

Through the Chicago Board of Health, a number of community based health clinics also reach the Spanish-speaking Those which serve a high proportion of Spanish-speaking clients include:

The Uptown Neighborhood Health Center
845 W. Wilson Avenue

Lakeview Station Number 4
3210 N. Clark Street

South Lawndale Station
2401 South Kedzie Avenue

Association House Station Number 12
2150 W. North Avenue

Table 19

FUNDING AGENCY: Health Services & Mental Health Administration

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
American College of Radiology	Health Services Research & Development Grants ($258,823)	None reported.
American Hospital Association	Mental Health-Direct Grants Special Project ($28,655)	None reported.
American Medical Association	Health Services Research & Development Grants ($160,880)	None reported.
Benito Juarez Medical Center	Health Services Development Project Grants ($55,230)	At least 90% of clients are Spanish-speaking.
Bethany Brethern Hospital	Health Services Research and Development Grants ($64,341) Mental Health - Community Assistance Narcotics Addicts ($356,165)	None reported.
Chicago Comprehensive Health Planning	Comprehensive Health Planning - Training, Studies ($111,720)	None reported.
CMA-HMO, Inc.	Health Services - Development - Project Grants ($125,000)	None reported.
Edgewater Uptown Community Mental Health Center	Mental Health-Community Mental Health Centers ($1,048,616)	Data on number of Spanish-speaking clients not available
Health Services Foundation	Health Services Research and Development Grants ($98,740)	None reported.

Table 19

FUNDING AGENCY: Health Services & Mental Health Administration (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Hospital Research and Educational Trust	Health Services Research and Development Grants ($10,000)	None reported.
Illinois State Dept. of Mental Health	Health Services Research and Development Grants ($41,785) Mental Health - Alcohol Formula Grants ($1,363,745)	None reported.
Illinois Foundation for Medical Care	Health Services Research and Development Grants ($55,555)	None reported.
Illinois Migrant Council	Migrant Health Grants ($177,335)	None in Chicago.
Institute for Psychoanalysis	Mental Health-Hospital Staff Development Grants ($8,489)	None.
Joint Commission on Accreditation of Hospitals	Regional Medical Program - Operational and Planning ($85,245)	None.
Michael Reese Hospital & Medical Center	Mental Health-Hospital Staff Development Grant ($26,116)	1 Spanish-speaking student graduated in 1973. 3 Spanish-speaking admitted in study.
Mile Square Health Center, Inc.	Health Services Development Project Grants ($4,234,522)	"
National Health Assoc.	National Health Services Corps ($88,000)	Heavy emphasis on recruiting Mexican-American Surgeons to Health Services Corps. No direct clients.

Table 19

FUNDING AGENCY: Health Services and Mental Health Administration (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
National Opinion Research Center	Regional Medical Program - Operational and Planning ($100,000) Health Statistics Training & Technical Assistance ($15,491) Mental Health - Community Assistance-Narcotics Addicts ($144,942) Mental Health-Narcotic Addiction Treatment ($14,000)	Not Applicable.
The Woodlawn Organization Education Center	Mental Health - Hospital Staff Development Grant ($34,752)	No Spanish-speaking clients.

Office of Education

The Office of Education provides grants and contracts to a variety of educational agencies in Chicago. The largest single grant is the Educationally Deprived Children's Fund which is administered through the Board of Education and provided $43,938,358 for distribution on a county-wide basis. Formula grants such as the Elementary and Secondary Education Act, Titles I, III and VII, are particularly relevant to the Spanish-speaking in Chicago.

ESEA Title I service in Chicago "is based on the percentage of children from low income families residing in the attendance area. No attendance area is eligible unless its percentage of children from low income families is greater than the district-wide average."[3] Such a definition provides a heavy Title I emphasis in geographical and community areas with large proportions of Spanish-speaking families.

ESEA Title III provides for a three year program for supplementary education services which are not currently available to students in the catchment area, which will raise the quality of education services which are already being provided, or which "will stimulate and assist in the development and establishment of exemplary elementary and secondary school education programs to serve as models for regular school programs."[4] Special programs such as preschool education, programs for gifted children, enrichment classes, community service, specialized personnel, remedial reading, foreign languages and testing would be expected to impact upon schools which have large proportions of Spanish-speaking students.

ESEA Title VII is known as the "Bilingual Education Act". Grants under this title may be used in planning for and taking other steps leading to the development of programs designed to meet the special educational needs of children of limited English-speaking ability in school having a high concentration of such children from families which are economically disadvantaged. Nine schools within the Chicago Public School system are affected by Title VII. These are:

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[3] Reading: Top Priority. Elementary and Secondary Education Act. Title I, Fiscal 1974, Chicago Public Schools. Page 5.

[4] Title III Elementary and Secondary Act of 1965. Department of Government Funded Programs. Board of Education, City of Chicago (8/21/73) Page. 2.

SCHOOL	BILINGUAL GRADES SERVED	NUMBER OF STUDENTS
Jackson/McLaren	K - 5	182
Seward	Pre K - K	240
Kosciuszko	K - 4	275
Morel Campos, Juan, Branch of Pulaski	6 - 8	110
Jirka	K - 6	125
Froebel, Branch of Harrison High	9	95
Jose Marti Branch of Goudy	2 - 6	60
Hawthorne	K - 8	130
Komensky	2 - 6	70
	TOTAL	1,287

In addition to these formula grants, OE provides a number of special focus grants, and formula grants to higher education institutions. These individual grants range in magnitude from $1,552 to a private individual for a Follow-Through program to $606,349 for a work-study program at Northeastern Illinois State College--a small college on the north side of Chicago. (Additionally, a number of institutions of higher education receive grants from two or more HEW agencies, and they are listed separately.)

Several programs are noteworthy because of their proximal location to and/or impact on the Spanish-speaking. Association House of Chicago, a community center located in a Puerto Rican neighborhood serves Latin American clients through its OE-sponsored adult education program. Juan Morel Campos school is one of the new bilingual school programs in the Chicago Public School system. The Midwest Council of La Raza is a Mexican-American organization which received $200,000 to support a program in adult education. Various Talent Search and Upward Bound programs focus primarily upon students from Spanish speaking backgrounds.

Table 20

FUNDING AGENCY: Office of Education

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Ada S. McKinley Community Services	Talent Search ($72,635)	None reported.
Associated Colleges of the Midwest	Post-Secondary Innovation ($41,600)	None reported.
Associated House of Chicago	Adult Education - Special Projects ($102,232)	Majority of clients are Spanish-speaking.
Brass Foundation	Drug Abuse Education ($464,536)	None reported.
Bethany Drug Awareness Committee	Drug Abuse Education ($2,566)	None reported.
Bryman School	Educational Opportunity Grant ($15,669) National Defense Student Loan Cancellations ($48,039)	Limited number Spanish-speaking clients. Specific data not available.
Center for New Schools	National Institute of Education ($59,431)	Limited number Spanish-speaking clients. Specific data not available.
Chicago Conservatory College	Educational Opportunity Grants ($6,438) Higher Education: Work-Study ($2,897)	None reported.
Chicago Consortium of Colleges and Universities	National Institute of Education ($8,969)	None reported.
Chicago Public Schools District #19	Drug Abuse Education ($2,724)	None reported.
Chicago Theological Seminary	Higher Education Work-Study ($16,388)	None reported.

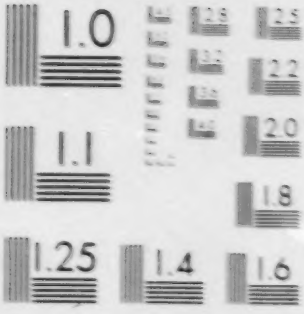
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
MICROCOPY RESOLUTION TEST CHART

Table 20

FUNDING AGENCY: Office of Education (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
College of Automation	Educational Opportunity Grants ($17,385) National Defense Student Loan Cancellations ($10,457)	None reported.
Columbia College	Educational Opportunity Grants ($8,026) Higher Education Work-Study ($6,284) National Defense Student Loan Cancellations ($8,501)	None reported.
Control Data Institute	National Defense Student Loan Cancellations ($225,334)	Very few, if any.
Debbie's School of Beauty Culture	Educational Opportunity Grants ($59,947) Higher Education Work-Study ($44,495) National Defense Student Loan Cancellations ($84,236)	None.
Despierta Community Center	Drug Abuse Education ($3,662)	90% of clients are Spanish-speaking.
Devry Institute of Technology (Bell & Howell School)	Educational Opportunity Grants ($315,425) National Defense Student Loan Cancellations ($224,238)	24 Spanish-speaking students in Work Study program.
Electronics Technical Institute of Illinois	Educational Opportunity Grants ($12,791) National Defense Student Loan Cancellations ($75,743)	None.
Epps, Edgar	Follow-Through ($1,552)	

Table 20

FUNDING AGENCY: Office of Education (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
First National Bank	Insured Loans	Few.
Grey North Inc.	Handicapped Teacher Recruit. & Information ($199,600)	
Hegewisch Community Center	Drug Abuse Education ($2,624)	None.
Ippolito School of Cosmetology, Inc.	Educational Opportunity Grants ($44,246)	None.
	Higher Education Work-Study ($49,439) National Defense Student Loan Cancellations ($53,105)	None.
Kennedy-King College Student Adv. Council	Drub Abuse Education	"Two at most".
Juan Morel Campos School	Education R & D - General Ed (Project) Research ($11,250)	
Lakeside Bank	Guaranteed Loans	Six.
Lutheran School of Theology at Chicago	Higher Education Work-Study ($24,484)	None.
MacCormac College	Educational Opportunity Grants ($59,776) Higher Education Work-Study ($20,146)	None.
Midwest Council of La Raza (Mexican-American Organization)	Adult Education - Special Project ($200,000)	100% Spanish-speaking clients.

Table 20

FUNDING AGENCY: Office of Education (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Mosier Secretarial School	Educational Opportunity Grant ($17,055) National Defense Student Loan Cancellations ($57,206)	None.
Mundelein College	Educational Opportunity Grants ($49,833) Higher Education Work-Study ($43,463) National Defense Student Loan Cancellations ($164,190)	None reported.
MW Educational Corporation	Insured Loans	Less than 10.
Newberry Library	National Institute of Education ($85,421)	
Northeastern Illinois State College	Follow-Through ($200,012) Environmental Education ($10,000) Educational Opportunity Grants ($390,235) Higher Education Work-Study ($606,349) National Defense Student Loan Cancellations ($155,087)	350-400 Spanish-speaking students enrolled of which 200 are in Project Pa'Lante.
Northwest National Bank	Guaranteed Loans	
Pivot Point Beauty School	Educational Opportunity Grants ($24,785) Higher Education Work-Study ($10,242) National Defense Student Loan Cancellations ($30,[illegible]5)	None.

Table 20

FUNDING AGENCY: Office of Education (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Portland Cement Association	Vocational Education - Curriculum Devpt. ($20,000)	None.
Schools of the Art Institute	Educational Opportunity Grants ($25,620) Higher Education Work-Study ($40,396) National Defense Student Loan Cancellations ($155,087)	None.
Science Research Assn. Inc.	Supplementary Ed Centers and Services, Guid; Counseling ($2,436)	None.
Southern Christian Leadership Foundation	Advances and Reimb-Consolidated Working ($183,000)	None.
YMCA, Northwest Youth Outreach	Drug Abuse Education ($5,705)	None reported.
YMCA Community College		160 Spanish-speaking students enrolled.
University National Bank	Guaranteed Loans	15-20 Spanish-speaking students.
Westside Organization	Drug Education	Director indicated "some" Spanish-speaking clients.

Office of Human Development

The Office of Human Development in the Office of the Secretary provides funds for Headstart programs and programs for the aged. The Mayor's Office for Senior Citizens has published several reports on the needs of Chicago's elderly[5,6] but no information was available indicating the number or proportion of Spanish-speaking who were being served directly by programs for the aged which were sponsored by HEW. Headstart programs which had student populations which were totally or essentially composed of Spanish-speaking youngsters included:

Robert E. Wood Chicago Boys' Club Headstart Program

Casa Central Child Care Center

United Christian Children Service Bilingual Headstart Program

Annunciation Elementary School Headstart Program

Onward Neighborhood House Headstart Program

St. Vita's and Ascension Headstart Program

All of the above programs are located in predominantly Spanish-speaking neighborhoods and each was visited by the investigators. One of the significant findings of the visit was the fact that each program has an extensive waiting list of children who want to participate in Headstart activities but for whom no programs are currently available.

National Institutes of Health

NIH funds a variety of programs of which many are educational. The grants identified in the appropriate table are for educational rather than for research efforts. For example, grants for Cancer Research were omitted, while a grant for Cancer-Graduate Training was included.

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[5]Chicago Needs Assessment Survey of the Vulnerable Elderly: Summary. City of Chicago: Mayor's Office for Senior Citizens. October 24, 1972

[6]Chicago Needs Assessment Survey of Older People: Summary. City of Chicago Mayor's Office for Senior Citizens. September 19, 1972.

Two frequently occurring grants in this section are Nursing Scholarships and Nursing Student Loans. Due to the lack of Spanish-speaking representation in the nursing profession, these sources of financial aid for higher education and professional study are important. Similarly, a more general program of scholarship funding is provided by the Health Professions Scholarship and Student Loan program.

Food and Drug Administration

The Food and Drug Administration is a licensing and control agency, and has no programs which could be considered as having client recipients.

Table 21

FUNDING AGENCY: National Institutes of Health

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
American Dental Assoc.	Dental Research-Fellowships ($41,050)	None in Chicago.
American Society of Clinical Pathologists	Allied Health Professions Traineeship Grant ($222,240)	None.
Augustana Hospital School of Nursing	Nursing Scholarships ($4,103)	No Spanish-speaking students under scholarship.
Chicago Medical School	Allied Health Professions Special Project ($50,313)	None reported.
	Health Professions Capitation Grants ($643,146)	
	Health Professions Scholarships ($29,728)	
	Health Professions Student Loans ($101,000)	
	Health Professions Special Projects ($68,331)	
	Cancer-Clinical Training ($52,369)	
Chicago Wesley Memorial Hospital	Nursing Scholarships ($17,380) Nursing Student Loans ($42,929) Nursing Occupation Grants ($67,817)	None reported.
Health Careers Council of Illinois	Allied Health Professions Special Projects ($38,000)	None reported.

Table 21

FUNDING AGENCY: National Institutes of Health (con't.)

Institution	Name of Grant & Amount	Number or Proportion of Spanish Speaking Clients Served
Hektoem Institute for Medicine (at Cook County Hospital)	Heart and Lung Research - Graduate Training ($6,462)	None.
Illinois College of Podiatry	Health Professions Capitation Grants ($259,352)	Nine (9) Spanish-speaking students enrolled.
	Health Professions Scholarships ($31,206)	None.
	Health Professions Student Loans ($150,308)	
	Health Professions Special Projects ($239,966)	
Plano Child Development Center	Allied Health Professions Special Project ($78,300)	None reported.
St. Anne's Hospital School of Nursing	Nursing Scholarships ($5,000) Nursing Student Loans ($14,979)	None.
St. Mary of Nazareth Hospital	Nursing Occupation Grants ($30,323)	None.

Chapter III

Instrumentation and Procedures for Conducting Needs Assessment

Instrument Development

In order to assess the needs of the Spanish-speaking population, an interviewing procedure was developed and submitted to the Office of Management of the Budget. The questionnaire was comprised of two sections. The first section focused upon biographical data of the respondent, and included such items as ethnic background, age, length of residence, and employment status. This section also included information about the type of service obtained from the HEW-funded agency, and the general attitude of the respondent toward the agency from which he was sampled. The second section of the interview was a card sorting activity which required the respondent to categorize and rank specific problems in the areas of health, education and welfare to allow for statistical inference to be drawn about the priority of the specific problems.

The card sorting activity included 60 specific items in the areas of health, education and social services. These are presented in Table 22. The items were developed through an informal but structured activity called the Nominal Group. The Nominal Group method involves a meeting in which a deliberate structured group process is followed to identify problems or to generate information concerning a topic from a target group of individuals.[7] A copy of the document entitled Guidelines for Leadership in Conducting Nominal Group Meetings is included as Appendix C to this report. Small groups (nine or less) of Spanish-speaking clientele from various local agencies (e.g., Juan Morel Campos' parents; students from Loyola University; older adults drawn from local community groups) were convened and organized in a Nominal Group activity under the direction of a Spanish-speaking, VAL staff member.

The agenda focused upon "Specific Problems Which Face the Spanish-speaking in Chicago". The problems identified were compiled for the various groups of participants. The majority of the specific problems related to areas of health and education, with a limited number in the area of social service. Some basic themes within these areas occurred: lack of financial resources to provide higher education or needed medical assistance; lack of knowledge

[7] Delbecq, A.L. and Van de Ven, A.H., Jr. A Group Process Model for Problem Identification and Program Planning. Journal of Applied Behavorial Science. September, 1971.

about existing programs; lack of adequate programs; lack of transportation; the need for bilingual staff members who are sensitive to the cultural differences of the potential Spanish-speaking client. Additionally, agency staff and community workers were interviewed, and the literature was searched. This resulted in a set of 60 items for the card sorting activity. The following table contains those items.

Table 22

Card Sort Items

Item Area: Education

Need a high school education, but don't know where to get it.
Need a high school education, but can't afford it.
Need a high school education, but can't find transportation to program.
Need a high school education but do not like to travel out of neighborhood to get it.
Children are not learning English in the schools.
Children are not learning Spanish in the schools.
Need a college education, but don't know how to get it.
Need a college education but can't afford it.
Need day care services but don't know where to find them.
Need day care services but can't afford them.
Need day care services, but want one run by Spanish-speaking.
Need day care services but can't find transportation to them.
Need program for high school dropouts.
Need to speak and understand English better but don't know where program is.
Need to speak and understand English better but can't afford program.
Need to speak and understand English better but can't find transportation to program.
Need to speak and understand English better but don't want to travel out of the neighborhood for it.
Need more Spanish-speaking teachers in elementary schools.
Need more Spanish-speaking teachers in high school.
Need more Spanish-speaking staff in colleges.

Item area: Welfare

Cannot afford transportation to public welfare agency.
Cannot afford transportation to Social Security office.
Need Spanish-speaking staff at public welfare agencies.
Need Spanish-speaking staff at Social Security agency.
Do not like to ask for public welfare.
Do not like to ask for Social Security.
Do not understand what Social Security can do.
Do not understand what welfare can do.
Do not know where a Social Security agency is.
Do not know where public welfare agency is.
Social Security agency staff asks too many personal questions.
Public welfare agency staff asks too many personal questions.
Public welfare payment is too small for needs.
Social Security payment is often delayed or does not come at all.
Feel unwelcome at Social Security office.
Public welfare payment is often delayed or does not come at all.
Social Security payment is too small for needs.

Table 22 cont'd

Sometimes feel unwelcome at public welfare office.
Do not qualify for Social Security assistance.
Do not qualify for public welfare assistance.
Item Area: Health
Sometimes when children are ill, cannot afford a doctor.
Sometimes when children are ill, do not know where to find a doctor.
Sometimes when we need medicine, do not know where to get it.
Sometimes when we need medicine, cannot afford it.
The hospitals do not have Spanish-speaking intake staff.
The hospitals do not have Spanish-speaking nurses.
The hospitals do not have Spanish-speaking doctors.
Cannot afford hospital costs.
Are afraid to go to the hospital.
Do not know that innoculation clinics exist.
Are afraid of innoculation clinics.
The clinics do not have Spanish-speaking staff.
The clinics do not have Spanish-speaking nurses.
The clinics do not have Spanish-speaking doctors.
Cannot afford transportation to clinics.
Cannot afford transportation to hospitals.
Clinics often ask too many personal questions.
Hospitals often ask too many personal questions.
Do not know where hospital is.
Do not know where clinics are.

(OMB Clearance #85-573-025 was received in March, 1974. A copy of the instrument is included as Appendix B.)

The original instructions referencing the Card Sort activity included asking the respondent to place the cards into one of four categories (envelopes):

"This is a problem facing me in Chicago."

"This is a problem facing my family in Chicago."

"This is a problem facing the Spanish-speaking in Chicago."

"This is not a problem in Chicago."

The instructions required the respondent to place the item in the "most personal" category. That is, if it was a problem facing him, his family, and Spanish-speaking in general, he should place it as a ". . . problem facing me."

Following the sorting procedure, respondents were asked to rank each category from "most pressing, most important or most urgent problem" to "least pressing, least important or least urgent problem". These results were recorded on the final page of the questionnaire. Difficulties experienced during the initial interviews required several modifications in the card sorting procedure. First, although the items were written and field tested in both English and Spanish, it became obvious that a number of potential respondents were sufficiently illiterate in both languages to make this an unmanageable task. In those cases, interviewers were instructed to carry out the card sorting procedure orally, and to deal only with those problems which were perceived as directly affecting the respondent.

Second, a number of respondents were having difficulty managing the card sorting task even though they may have literate. This was particularly true when the interview was carried on in a home with a mother of small children who were distracting her, or in a clinic setting where the respondent was waiting for medical services. Often, the clinic settings were sufficiently crowded and devoid of table and desk top space such that card sorting was not a feasible activity. In all cases, however, the respondent was asked to name -- orally -- the kinds of problems which he/she had faced in Chicago. These were recorded by the interviewer on the interview forms.

Interview Selection and Training

The interviewers were all Spanish-American and bilingual. They were drawn, primarily, from local colleges, universities and community groups. Training sessions were held for the interviewers at the University of Illinois-Chicago Circle Campus, and Loyola University.

Following the first training session a week of interviewing was carried out. A follow-up, in-service training session was conducted the following week to identify problems which had emerged, and to adjust strategies to meet such emergencies. In all, approximately 45 different individuals participated in the training and interviewing activity.

Two types of interview assignments were made:

(1) A set of potential respondents were selected from various program rolls: Social Security files, public aid rosters, public and private school parent groups, college rosters, and the like. Specific names and addresses of these individuals were provided for interviewers to seek out and interview.

(2) Program locations were selected in cooperation with program staff, and interviewers were assigned to these locations at prearranged times. This was the case with medical outreach clinics sponsored by the Chicago Board of Health.

The interviewing period was approximately three (3) months. Quality control was maintained by (1) visual checks of interview activity at agency locations, (2) holding follow-up, in-service training sessions with selected interviewers, and (3) carrying out a five percent (5%) verification follow-up to insure that the individual identified on the questionnaire had been interviewed. No instances of irregularity were identified.

This procedure resulted in 732 completed interviews of which 691 were usable.

CHAPTER IV

Sample Selection

The investigators attempted to select the most representative Spanish-speaking sample possible under the constraints of time, cost and limited information concerning the population.

A three-by-three sampling matrix was devised as shown in Figure 1 . Program areas of health, education and welfare comprised the columns of the matrix; ethnic backgrounds of Puerto Rican, Mexican American, and Cuban comprised the rows. Resources were sufficient to interview a maximum of 750 clients. These were apportioned to the nine cells of the matrix as shown in Figure 1 .

These subsample quota presented in the nine cells of the matrix were computed on the basis of estimates of the magnitude of the various populations served by the various program areas. Census data suggested an approximate size of the various heritage groups. Information gained from agency staff and rosters suggested the relative proportion of individuals served by programs in the areas of health, education and welfare.

Figure 1

Proposed Sampling Matrix

	Program Area			
Ethnic Background	Health	Education	Welfare	Total
Mexican American	N = 65	N = 65	N = 195	N=325
Puerto Rican	N = 65	N = 65	N = 195	N=325
Cuban	N = 20	N = 20	N = 60	N=100
Total	150	150	450	750

Clients were sampled from the various programmatic areas in the following ways:

Welfare:

Two primary sources provided members for the sample in the areas of welfare. These were the Department of Public aid rosters, and two sets of records of the Social Security Administration.

The Illinois Department of Public Aid provided the investigators with a list of Spanish-speaking clients who were listed on the rolls for Cook County. These roles included 1,270 individuals. A twenty percent (20%) random sample of this group was identified for inclusion in the sample.

The Social Security Administration provided two basic sources of names. The Supplemental Security Information files (SSI) included individuals who were receiving benefits on the basis of elderly, handicapped or blind. By a process of randomly selecting microfiche, and reviewing all of the names on the selected fiche, a set of two hundred (200) Spanish-speaking beneficiaries were identified.

The Social Security Administration (SSA) files are much more comprehensive and include the majority of individuals who were participating in the program of, or receiving benefits from, the Social Security Administration.

The massiveness of files precluded complete random sampling. However, the investigators were able to obtain statistical data describing the frequencies with which selected Spanish-surnamed individuals appeared in the Social Security Administration rolls in 1964.[8]

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[8] Smith, Elsdon, C. American Surnames, New York: Childton Book Company, 1969.

The thirty most frequent Spanish surnames and their probability of occurance in the population is presented in Table 23.

Table 23

Thirty most common Spanish surnames and their frequency of occurance in Social Security Administration files.

Name	Frequency
Rodriquez	.190%
Garcia	.158%
Gonzalez	.124%
Lopez	.117%
Rivera	.115%
Martinez	.105%
Hernandez	.101%
Perez	.094%
Sanchez	.077%
Ortiz	.059%
Ramirez	.058%
Ramos	.047%
Morales	.046%
Diaz	.045%
Gomez	.041%
Santiago	.041%
Gonzales	.040%
Fernandez	.038%
Gutierez	.030%
Ruiz	.030%
Romero	.029%
Garza	.029%
Alvarez	.029%
Chavez	.028%
Castro	.027%
Vazquez	.026%
Santos	.023%
Jiminez	.023%
Vasquez	.022%
Vargas	.020%
Mendez	.020%
Mendoza	.019%

Note: This table may be interpreted in the following manner. The name Rodriguez occurs in Social Security files with a probability of 19 out of 10,000; Garcia with a probability of 158 out of 100,000. Taken from Smith, E.C. Ibid.

Education

The primary sources of the education sample were Spanish-speaking college students, Spanish-speaking parents of students at Headstart programs and parents of students in bilingual education programs.

College students were drawn from the Central City YMCA College, University of Illinois-Chicago Circle Campus, Northwestern University and Loyola University.

Headstart program from which parents of Spanish-speaking youngsters were drawn included:

Robert E. Wood Chicago Boy's Club Headstart Program
2950 West 25th Street

Casa Central Child Care Center
2610 North Francisco

United Christian Children Service Bilingual Headstart
600 North Levitt

Annunciation Elementary School Headstart
1650 North Palina

Onward Neighborhood House Headstart
600 North Levitt

St. Vita's and Ascension Headstart

Bilingual education programs from which Spanish-speaking parents were selected included:

Pulaski Elementary School
2230 W. McLean Street

John A. Komensky Elementary School
2001 S. Throop

Nathaniel Hawthorne Elementary School
3319 N. Clifton Avenue

Thaddeus Kosciuszko Elementary School
1424 North Cleaver Street

In all cases, potential interviewees were contacted by VAL to determine their willingness to participate as an interviewee. Individuals who replied in the affirmative were referred to interviewers.

Health

The health sample was drawn from Spanish-speaking clients contacted and interviewed at the following Chicago Board of Health clinics:

Uptown Neighborhood Health Center
845 W. Wilson

Lakeview Station 4
3210 N. Clark Street

South Lawndale Station
2401 South Kedzie

Station 12 - Association House
2150 W. North Avenue

Interviewers were assigned to the clinics at prearranged times. Interviews were conducted with selected clients who volunteered at the clinic sites.

Chapter V

Selection and Interviews with Agency Staff

In order to obtain a perspective which might supplement those of the clients, interviews were conducted with Spanish-speaking community leaders, HEW-supported agency directors and staff and other individuals who have demonstrated concern for the needs of the Spanish-speaking in Chicago. These interviews were conducted throughout the duration of the project and ordinarily began with a description and discussion of the work effort.

Interviews included representatives of the following agencies, programs or offices:

Chicago State University
Northwestern University
Loyola University
University of Illinois - Chicago Circle Campus
Mundelein College
Northeastern Illinois University
University of Chicago
YMCA College
Cook County Hospital
Illinois Masonic
Illinois Bell
Chicago Board of Health, including 4 clinics
Chicago Board of Education
Cardinal's Committee on the Spanish-speaking
Chicago Model Cities Office
Chicago Public Library
Jewel Food Stores
Three (3) SSA District Offices
Cook County Dept. of Public Aid
ASPIRA, Inc.
Leo Shapiro & Associates
Chicago Alliance of Businessmen
Lakeside Community Council
Proyecto Pa'lante - Northeastern Illinois University

In general, most respondents were interested in the needs assessment, cooperative with the interviewer(s), concerned about how the findings would be put to use, and requested a copy of the final report, when available.

One of the most frequently encountered perceptions was that federal agencies in general, and HEW in particular,

have, in the past, attempted to meet the requirements of their affirmative action programs for minorities by channeling funds to agencies which are Black-oriented without regard to the individual differences and needs of other minority groups. In Chicago, this has had the effect of channeling program dollars and allocating administrative positions to members of the predominant and most visible minority, i.e., the Black, to the exclusion of the Spanish-speaking.

This is not to underestimate the needs of the Black community in Chicago; however, as repeated anthropological and sociological studies have demonstrated, there are vast linguistic and cultural differences between minority groups. A significant portion of Chicago's Spanish-speaking residents were not born in the United States. They find it as difficult to approach Black-oriented programs as white-oriented programs. One result of the earlier focus on the needs of the Black community is that Blacks have evolved as the administrators in programs which are designed to reach and serve all minorities. Evidence to support this is visible in terms of programs such as Upward Bound , which are designed to serve all minorities but which became so exclusively Black that special programs for Puerto Ricans, Mexican Americans and American Indians were required to guarantee the participation from these other minorities. This lack of Spanish-speaking representation is also evidenced in all phases of the educational system and in city government.

It was the belief of the majority of the interviewees from the community and from the agencies that services which are, theoretically, oriented toward all minorities are not reaching the Spanish-speaking to a degree which would be expected given the size of their population. Nearly all interviewees commented that specifically funded programs for the Spanish-speaking were required if they were to receive services on a parity to those received by Anglos and Blacks. Interviewees were asked why this situation existed. Agency staff tended to respond that many potential clientele did not know what services were available to them. Community members suggested that the lack of Spanish-speaking agency staff was a major deterrent. In either case, it appears to be partially a lack of communication.

Another deterrent to obtaining services was identified as transportation. However, the problem was not so much the unavailability of transportation as the reluctance of the residents to travel outside of their community area or neighborhood. Community members particularly stressed the need for program services being extended into the Spanish-speaking neighborhoods.

Investigators asked the agency staff and community representatives to give their estimate of the Spanish-speaking population in Chicago. Most estimates ranged from 300,000 which was the approximate estimate of the 1970 Census, to an estimate by a representative of the Cardinal's Committee on Human Development was placed the figure at about 900,000. Interestingly, no one had any published data which was substantially different from the 1970 Census, but nearly all suspected the Spanish-speaking were severely undercounted in 1970.

Agency staff and community representatives were asked to discuss the needs which they perceived as critical for the Spanish-speaking. Major categories included the need for more administrative positions for the Spanish-speaking and more active recruitment procedures for faculty and administrative positions at colleges, universities, and public schools, more vocational education programs, special programs to reduce attrition in the schools, a recognition of the need for programs geared to the Spanish-speaking which deal with venereal disease, mental health, alcoholism, drug addiction and family counseling.

Community leaders tended to criticize the schools' bilingual/bicultural programs because some schools were perceived as ignoring the "bicultural" aspects in favor of bilingual education, and that bilingual education was a simple device to teach Spanish-speaking children English, while giving only limited time to Spanish language instruction.

Chapter VI

Analysis of Data

Seven hundred and thirty two (732) personal interviews were returned by trained interviewer staff. Of these, forty-one (5.6%) had been terminated before preliminary data (biographical and agency information) could be obtained. In most cases, these interviews were terminated when it became apparent to the interviewer that the respondent was unable to comprehend the task. In a few cases, the interview was terminated at the request of the respondent. It was inferred from interviewer reports that questions concerning the respondent and his/her background caused overt anxiety in many of the respondents who terminated the interview early. One conclusion is that they may have been illegal aliens.

Six hundred and ninety one (691) remaining questionnaires were encoded to data cards and transferred to magnetic tape. The following analyses are based upon these 691 records, many of which include some missing data. Missing data is included as No Response or Other in the following tables. In all cases except where noted, percentages are based upon totals which do not include missing data or no responses.

Description of Sample

Ethnic Background

The sample was almost equally divided between Mexican American and Puerto Rican respondents, each group representing approximately 39% of the sample. Cubans represented 5% of the sample. Other Spanish-speaking clients represented 17% of the total. These included West Indians, Central and South Americans. Little data was available concerning the influx of these latter groups into Chicago but the size of this sub-population is significant and important to the understanding of the Spanish-speaking population of Chicago. Table 24 summarizes these data.

Table 24

Ethnic Background of Spanish-speaking Respondents

Ethnic Background	Number in Sample	% of Total
Puerto Rican	272	39.4%
Mexican American	270	39.1%
Cuban	33	4.8%
Other	116	16.8%

Age

Age data was available for 680 respondents. The largest number of respondents were found in the 21 to 30 age bracket (40.7%); the smallest group was found in the 51 to 60 age bracket. These data are presented in Table 25.

Table 25

Age of Spanish-speaking Respondents

Age Range	Number in Sample*	% of Total
Under 21	64	9.4
21 - 30	277	40.7
31 - 40	187	27.5
41 - 50	67	9.9
51 - 60	33	4.9
Over 60	52	7.6

*Based upon N = 680

Sex of Respondent

The vast majority of respondents were female (80.6%). This was probably a result of the sampling procedure. Visits to homes were most likely to find a mother at home; mothers were more likely to visit the health clinics with children. These data are summarized in Table 26.

Table 26

Sex of Respondents

Sex	Number in Sample*	% of Total
Male	132	19.4
Female	550	80.6

*Based upon N = 680

Role of Respondent

A majority of respondents described themselves as "spouse of the Head of Household" (53%). In 6.4% of the cases, the respondent was an "Adult Child or Dependent" of the Head of the Household. The remainder (40.6%) described themselves as "Head of Household". These data are presented in Table 27. By interpreting the results of the question, in the light of the data in Table 26, it can be seen that at least 143 Heads of Household are female; that is, twenty six percent (26%) of the responding females are Heads of Households.

Table 27

Role of Respondents

Role	Number in Sample*	% of Total
Head of Household	278	40.6
Spouse	363	53.0
Adult Child or Dependent	44	6.4

*Based on N = 685

Location of Birth

Less than 1.5% of the sample were born in Chicago, or Illinois. The plurality (39.2%) listed Puerto Rico as their place of birth and 33.8% identified Mexico. This finding somewhat reflects the recency with which this sample of Spanish-speaking have migrated to Chicago.

These results are presented in Table 28.

Table 28

Location of Birthplace of Respondent

Location	Number in Sample*	% of Total
Chicago	10	1.5
Illinois, but not Chicago	0	---
Puerto Rico	268	39.2
United States but not Illinois or Puerto Rico	41	6.0
Mexico	[illegible]	33.8
Cuba	31	4.5
Other	103	15.1

*Based upon N = 684

The results in Table 28 show that only 7.5% of the Spanish-speaking respondents in this sample were born in the continental United States. Previous experience suggested that Mexican Americans born in the Rio Grande Valley of Texas who dropped out of the indirect migrant stream would have had greater representation.

Length of Consecutive Residency in Chicago

A plurality of respondents (26.4%) have lived in Chicago ten years or more. Twelve percent describe themselves as having resided here one year or less. Table 29 summarizes the results.

Table 29

Length of Consecutive Residency in Chicago

Years	Number in Sample*	% of Total
1 year or less	81	12.0
1 to 3 years	124	18.3
3 to 5 years	146	21.6
5 to 10 years	147	21.7
Over 10 years	179	26.4

*Based upon N = 677

Length of Residence at Current Address

A plurality of respondents (37.7%) have lived at their current address for one year or less. An additional 31.8% have been in residence at that address for one to three years. These data, which are summarized in Table 30, suggest that two-thirds of the sample will change addresses every three years, and that 85% will change every five years. This phenomena was reflected in the difficulty interviewers encountered in tracing potential respondents whose names and addresses were drawn from files which were one to three years old.

Table 30

Length of Residence at Current Address

Years	Number in Sample *	% of Total
One year or less	255	37.7
1 to 3 years	215	31.8
3 to 5 years	119	17.6
5 to 10 years	64	9.5
Over 10 years	24	3.6

*Based upon N = 677

Educational Level of Head of Household

Forty six percent of the respondents (46.5%) indicated a "less than eighth grade" education, and an additional 30.2% indicated "more than eighth grade but less than high school completion". The data, which reflects the general lack of formal education on the part of the Spanish-speaking clients, are presented in Table 31.

Table 31

Educational Level of Head of Household

	Number in Sample*	% of Total
Less than 8th grade	308	46.5
More than 8th grade but no High School Graduation	200	30.2
High School Graduate	90	13.6
Some college or technical school	44	6.6
College graduate	17	2.6
Other	4	0.6

*Based upon N = 663

Current Employment of Head of Household

Respondents tended to fall in one or the other of two major employment categories. Four hundred and eighteen (61.7%) were described as being full-time employed at one job; 35.2% were described as unemployed. Eighteen respondents (2.8%) held one or more part time jobs, and three respondents indicated full time employment which was comprised of two or more jobs.

During the past two years, 267 Heads of Household (42.9%) had experienced unemployment at one time or another; 355 respondents (57.1%) had not.

Ethnic Background by Program

The allocation of respondents by ethnic background and program is presented in Table 32.

Table 32

Matrix of Programs by Ethnic Background for Sample (Based upon usable N = 643)

	Program Area		
	Health	Education	Welfare
Puerto Rican	110 (17.1%)	45 (7.0%)	101 (15.7%)
Mexican American	156 (24.3%)	40 (6.2%)	59 (9.2%)
Cuban	12 (1.9%)	1 (0.2%)	15 (2.3%)
Other	90 (14.0%)	5 (0.8%)	9 (1.4%)

The data presented in the preceding matrix is noteworthy in several ways. Cubans and Other Spanish-speaking are, virtually, non-represented in Education programs. It is known that the typical Cuban immigrants to Chicago were older, generally past child rearing age, and technically well educated. Thus it seems reasonable to assume that they may be in more need of health and welfare programs than they are of educational programs for the Spanish-speaking.

Sex of Respondent by Program Service

A matrix of sex of respondent by type of program service received is presented in Table 33.

Table 33

Sex of Respondent by Program Service Received			
	Health	Education	Welfare
Male	35	19	67
Female	331	72	116

Employment Status and Program Service

Full time employment and program from which the respondent was sampled are described in Table 34 .

Table 34

Status of Employment and Program from which Sampled			
	Health	Education	Welfare
Full time employed	306	63	29
Unemployed	50	23	146

A fully employed client is less likely to require, or be eligible for welfare program services than one who is unemployed. However, the frequencies within health services are also significant. If it is assumed that the employed and unemployed have equal needs for health sources -- probably a conservative assumption since some unemployment is probably due to health conditions, and some employed persons probably go to private physicians. These data suggest that the unemployed Spanish-speaking client is less likely

to be receiving medical services at the clinic than is the fully employed Spanish-speaking client.

Attitudes Toward Agency or Institution

Each respondent was asked a series of specific questions about the agency from which they were sample and about the staff or faculty with whom they dealt at the agency or institutions.

The responses were compared for the five major agencies from which respondents were sampled:

Cook County Department of Public Aid
Social Security Administration
Chicago Department of Public Health
College Students
Parents of Children in Bilingual Education and Bilingual Day Care Programs

It is important to note that, for the most part, respondents who were drawn from the first four agencies above were commenting about "Anglo-operated" programs. Parents of Children in Bilingual programs were commenting about services which had bilingual/bicultural staff, and in many cases, administrators.

Findings

The majority of the respondents indicated that they felt that the agency was responsive to their specific needs. This was particularly true of Clinic patients (98.5%) and Parents (98.7%). 75.27% of the Public Aid clients, 81.82% of the College students, and 91.25% of the Social Security Administration beneficiaries indicated that these agencies were responsive to their needs.

The majority of the respondents indicated that the agency was helpful in giving them service. Clinic clients (99.4%) and Parents (98.7%) responded favorably. Less satisfied were College Students (81.72% responded negatively), Public Aid recipients (84.21%) and Social Security Administration beneficiaries (91.35%).

The majority of the respondents indicated that the agency was helpful in guiding them through red tape which they encountered at the agency. One hundred percent (100%) of the Clinic patients, 98.73% of the Parents, and 94.9% of the Social Security beneficiaries responded favorably. College Students (70%) and Public Aid clients (78.5%) were less satisfied with the agency in this regard.

The majority of the respondents felt that the agency was courteous in their dealings with them. This was particularly true of the Parents (100% said YES), of Clinic Patients (99.10% said YES) and of Social Security beneficiaries (96.4% said YES). 81.82% of the College Students and 88.0% of the Public Aid clients indicated that the agency was courteous in their dealings with them.

The majority of the respondents felt that the agency was helpful in referring them to appropriate agencies or individuals who helped them with their problems. Clinic patients (99.4%), Parents (98.7%) and Social Security beneficiaries (91.4%) responded favorably to this item. 63.64% of the College Students and 76.84% of the Public Aid clients responded that the agency was not helpful in this regard.

The vast majority of Social Security beneficiaries, Parents, and Clinic patients responded that the agency was understanding of and sensitive to their culture. Forty (40%) of the College students responded that the institution was sensitive to their culture, or did not understand them or their culture.

The majority of the respondents felt that the agency was able to understand what their needs were. Parents and Clinic patients were almost unanimous in their agreement with this statement. 45.4% of the College Students responded Yes as did 78.5% of the Public Aid clients.

The majority of the respondents who represented College Students, Clinic clients and Social Security beneficiaries indicated that they felt that the agency staffs were cooperative. 23.5% of the Public Aid clients, and 80% of the College Students reported that the staffs had not been cooperative.

All of the Parents, and all of the Clinic clients reported that the staff at the agency was helpful in giving them information. 92.77% of the Social Security clients also agreed with this report. Only 72.3% of the College Students and 78.5% of the Public Aid clients indicated that the staff was helpful in this regard.

The vast majority of all respondents reported that agency staffs were cooperative.

The vast majority of the Public Aid clients (97.8%), the Social Security beneficiaries (95.7%) and the Clinic clients (88.27%) reported that they felt the agency staff would have been more helpful if staff members had been bilingual. 36.4% of the Students, and 43.6% of the Parents disagreed, however, in the latter case the Parents had

children in bilingual day care or educational programs where some if not all, teachers were Spanish-speaking.

The majority of the respondents reported that they felt that the staff at the agency was interested in helping them solve their problems, and the vast majority also reported that they felt that the agency gave them sufficient time and attention.

Summarization of Findings

Respondents reporting on the Health Clinics, the Bilingual Day Care and Educational Programs, and on the Social Security Administration, were generally greatly satisfied with all elements of the program operation and staff responsiveness. Our observations of the several health clinics and the day care and bilingual programs suggest that a high degree of rapport exists between the staff and clients/parents. Further, these programs exist in the client's neighborhood, and are seen as part of that neighborhood. This nearness of location seemed to be particularly important to the clients; other evidence we collected indicated their general unwillingness - rather than inability -- to travel out of the neighborhood to find services. Travel to reach the Health and Educational/Day Care programs is not extensive. Few of the respondents have had extensive personal contact with the Social Security Administration. For most of them, an initial contact was made to obtain a Social Security Card, and possibly to apply for specific benefits.

College Students and Clients of Public Aid were much more negative about the agency and the agency staffs. This may not be peculiar to the Spanish-speaking; it may be an attitude which is generalized across clients, particularly of the Department of Public Aid. The data concerning College Students must be interpreted judiciously. The data was based upon 18 respondents. We found the College Students as a group, to be extremely unwilling or unable to keep scheduled appointments for interviews, or even to agree to have an interview. However, 18 of 691 respondents is 2.6% of the sample and that is probably a reasonable approximation of the proportion of Spanish-speaking residents in Chicago who are enrolled as College Students.

The vast majority of respondents who were drawn from agencies which were completely Anglo-dominated felt that the agency would have been more responsive and more helpful if they had had Spanish-speaking staff members available. This finding supports results of the agency staff and community leader interviews reported in Chapter V, and the results of the data analysis reported in the latter section of this Chapter.

Needs Assessment - General Findings

Each item of the card sort was scored in two ways initially: the number of times the items was ranked among the highest ten priority needs of the respondent, and the number of times it was ranked as the highest priority need by the respondent. The thirty (30) highest priority needs are presented in Table 35. Each item is followed by two numbers in parentheses. The first number indicates the number of times the specific item was ranked among the top ten needs by the respondent; the second number indicates the frequency of first priority ranks received by each item.

The assessed highest priority needs of the respondents clustered in several distinct areas. The first cluster of needs are financial, and include the cost of hospitals (Priority 1), doctors (Priority 2), medicine (Priority 4), a college education (Priority 9), English language instruction (Priority 6), and the insufficiency of public aid payments (Priority 8).

A second cluster of needs reflects the desire for more Spanish-speaking staff in all agencies. These include the desire for Spanish-speaking doctors in hospitals (Priority 3), for staff at social service agencies (Priority 5), for staff at clinics (Priority 7), for teachers and administrators in elementary and high schools (Priorities 10 and 13), for staffs at the Social Security agency (Priority 11), and in hospitals (Priorities 14 and 15). In fact, fourteen of the highest fifteen needs fall into one or the other of these two clusters: costs and lack of Spanish-speaking personnel.

A third cluster, and the only other specific item which was included among the highest ranked 15, related to lack of knowledge about existing programs, or the lack of specific programs. These included the need for day care service (Priority 12), not knowing how to get a college education (Priority 16), needing a program for high school dropouts (Priority 17), need to speak and understand English better but not knowing where a program is (Priority 18), not understanding what Welfare can do (Priority 20), and not knowing where the public welfare agency is located (Priority 29).

A fourth cluster represents a basic problem of the Spanish-speaking, and relates to the general hesitancy to attend programs or services which lie outside of their neighborhood. This was reflected by such items as "Need to speak and understand English better, but do not want to travel out of the neighborhood for it", (Priority 19),

and "Need a high school education but do not like to travel out of the neighborhood to get it", (Priority 25).

The final cluster within the 30 highest priority needs relates to the hesitancy to go to a hospital when care is required. It was reflected in such statements as "Are afraid to go to the hospital" (Priority 23) and "Hospitals often ask too many personal questions", (Priority 30).

An interesting finding was that the item "Children are not learning Spanish in schools" was rated very low on the priority continuum. One inference which can be drawn is that bilingual education is not seen as a pressing need by many of the respondents. However, the datum upon which this conclusion is drawn may be an artifact, in that many of the respondents do not have children of school age, and many of those who do have children of school age were selected because their children are in bilingual educational or day care programs. This latter inference is supported by data which is presented in Table 38; Parent's rank this item as 10th in priority among the 60 needs.

Table 35

Thirty Items Most Frequently Ranked Among Top Ten Needs

Rank	Item	Frequency*
1	Cannot afford hospital costs.	(390/221)*
2	Sometimes when children are ill, cannot afford a doctor.	(321/92)
3	The hospitals do not have Spanish-speaking doctors.	(308/103)
4	Sometimes when we need medicine, cannot afford it.	(267/24)
5	Need Spanish-speaking staff at public welfare agencies.	(256/29)
6	Need to speak and understand English better but cannot afford the program.	(251/41)
7	The clinics do not have Spanish-speaking staff.	(240/43)
8	The public welfare payment is too small for needs.	(231/91)
9	Need a college education, but cannot afford it.	(227/27)
10	Need more Spanish-speaking teachers in elementary school.	(222/18)
11	Need Spanish-speaking staff at Social Security agency.	(214/28)
12	Need day care services but do not know where to find them.	(202/15)
13	Need more Spanish-speaking teachers in high school.	(201/15)
14	The hospitals do not have Spanish-speaking nurses.	(196/32)
15	The hospitals do not have Spanish-speaking in-take staff.	(196/17)

*Note: (390/221) denotes the fact that this item was ranked among the ten (10) highest priority needs by 390 recipients; it was ranked as the highest priority by 221 respondents.

Table 35 cont'd

16	Need a college education, but do not know how to get it.	(192/16)
17	Need a program for high school dropouts.	(189/39)
18	Need to speak and understand English better but do not know where program is.	(188/14)
19	Need to speak and understand English better but do not want to travel out of neighborhood for it.	(185/14)
20	Do not understand what welfare can do.	(181/14)
21	Need a high school education but cannot afford it.	(178/12)
22	The clinics do not have Spanish-speaking nurses.	(174/24)
23	Are afraid to go to the hospital.	(170/25)
24	Need day care services but cannot afford them.	(163/22)
25	Need a high school education but do like to travel out of neighborhood to get it.	(147/10)
26	The clinics do not have Spanish-speaking doctors.	(144/26)
27	Need day care services but want one run by the Spanish-speaking.	(143/11)
28	Need more Spanish-speaking staff in colleges.	(143/10)
29	Do not know where public welfare agency is.	(138/5)
30	Hospitals often ask too many personal questions.	(128/12)

The remaining 30 needs were ranked in order of their least frequent appearance among the highest 10 needs, and are presented in Table 36.

The least frequent problem expressed by the respondents was "Social Security payment is often delayed". This finding is probably a function of (a) the relative promptness of Social Security payments and (b) the relatively fewer number of respondents who were receiving Social Security benefits. Three other items concerning the Social Security Administration's services were among the least frequently ranked items: "Do not like to ask for Social Security", "Social Security staff asks too many personal questions", and "Do not qualify for Social Security assistance". This evidences the problems facing the Spanish-speaking are not perceived to be related to the Social Security Administration's program of services.

A second cluster of infrequent needs relate to transportation. Inability to afford transportation to Social Security office, public welfare agencies, high school programs, hospitals, day care services, and clinics comprised this cluster. Apparently, the respondents do not see inability to afford, or lack of transportation as a major problem facing them in Chicago; most likely it is a reflection of their unwillingness to travel out of the neighborhood for services.

Table 36

Thirty Items Least Frequenty Ranked Among Top Ten Needs

Rank	Item	Frequency
1	Social Security payment is often delayed.	(27/5)*
2	Cannot afford transportation to Social Security office.	(30/3)
3	Do not like to ask for Social Security.	(33/2)
4	Cannot afford transportation to public welfare agency.	(41/8)

*Note: (27/5) denotes the fact that this item was ranked among the top ten (10) highest priority needs by only 27 respondents; it was ranked as the highest priority by only 5 respondents.

Table 36 cont'd

Rank	Item	Frequency
5	Need a high school education, but cannot find transportation to the program.	(44/2)
6	Children are not learning Spanish in schools.	(44/3)
7	Social Security agency staff asks too many personal questions.	(46/6)
8	Cannot afford transportation to hospitals.	(47/6)
9	Do not qualify for Social Security assistance.	(48/9)
10	Are afraid of innoculation clinics.	(49/2)
11	Need to speak and understand English better but cannot find transportation to program.	(53/9)
12	Need day care services but can't find transportation to them.	(54/7)
13	Do not qualify for public welfare.	(55/7)
14	Sometimes feel unwelcome at public welfare agency.	(56/7)
15	Public welfare agency staff asks too many personal questions.	(63/9)
16	Clinics often ask too many personal questions.	(64/3)
17	Do not know that innoculation clinics exist.	(64/6)
18	Cannot afford transportation to clinics.	(65/7)
19	Do not like to ask for public welfare.	(66/11)
20	Sometimes when we need medicine, do not know where to get it.	(74/2)
21	Do not understand what Social Security can do.	(87/3)
22	Social Security payment is too small for needs.	(97/44)

Table 36 cont'd

Rank	Item	Frequency
23	Do not know where hospital is.	(100/3)
24	Public welfare payment is often delayed or does not come at all.	(101/19)
25	Do not know where clinics are.	(102/4)
26	Feel unwelcome at Social Security office.	(113/2)
27	Do not like to ask for public welfare.	(113/31)
28	Do not know where a Social Security agency is.	(121/3)
29	Need a high school education, but do not know where to get it.	(122/5)
30	Sometimes when children are ill, do not know where to find a doctor.	(124/15)

Differences in Priorities between Mexican-Americans, Puerto Ricans, Cubans and Others

Inspection of the frequency distribution of the ranked needs suggested that priority of expressed needs was not related to the specific Spanish-heritage of the respondent. Coefficients of correlation were computed to determine the degree of relationship of priority rankings between the four ethnic categories. These data are summarized in Table 37. The results suggest that need priority is generally consistent between the major Spanish-heritage groups.

Table 37

Coefficients of Correlation Between Ranked Need Items By Ethnic Category

	Cuban	Mexican American	Puerto Rican	Other
Cuban	+1.00			
Mexican American	+.75	+1.00		
Puerto Rican	+.73	+.87	+1.00	
Other	+.74	+.97	+.90	+1.00

Differences in Priorities between Clients from Different Agencies

Interviewees were drawn from five major HEW-supported agencies or programs (Public Aid, Social Security Administration, Health Clinics, Colleges, and Parents of Bilingual Day care, Headstart or Elementary School Programs). Of interest were any differences in priorities which could be identified among these five sample groups.

Table 38 presents the priority ranking of the 60 needs as reported by respondents from the five (5) major agencies or programs from which interviewees were sampled. As can be seen by inspection of the table, there are specific items wherein the priority of need varies considerably between different groups of respondents. For example, the lack of Spanish-speaking doctors at hospitals is a high priority need for clients drawn from Public Aid, Social Security Administration and Health Clinics, but is viewed as a very low priority need by College Students and Parents of Children in Bilingual programs. Somewhat differently, clients drawn from Public Aid Rolls, from the Health Clinics, and Parents view the lack of Spanish-speaking staff at clinics as a priority need; this lack is not viewed as a need by respondents drawn from Social Security or by College Students.

The highest priority needs as viewed by the College Students is that "Sometimes when children are ill, do not know where to find a doctor". This item is viewed as a low priority by all other respondents. In fact, the College Students in this study reported as highest priority needs, those items which would not be expected to affect their younger siblings, their children and their parents. These include "Being unable to afford hospital costs", "Not qualifying for Social Security assistance", and "Needing day care services but not being able to afford them", all tied as Priority 3, and "Needing day care services but not knowing where to find them" (Priority 8).

The Public Aid clients, Social Security beneficiaries, and Health Clinic patients tended to establish priorities of needs which were highly similar, and consistent with the overall need priorities discussed earlier. The Parent group tended to have the same clusters of needs as shown in the previous section on General Findings, but ranked items differently in the heirarchy. The Parents' number 1 priority was that "Public Welfare payment is too small for needs", and

Priority 2.5 (tied) was "Need a college education but cannot afford it" and "Lack of Spanish-speaking intake staffs at hospitals."

In general, inspection of the data in Table 38 supports the priority of needs presented under General Findings.

Table 38

Ranking of Priority of Needs by Agency from Which Sample Was Drawn

ITEM	Public Aid	Social Security Admin.	Clinic	College	Parents
Need Spanish-speaking staff at public welfare agencies.	1*	2.5	11	10.5	18.5
Cannot afford hospital costs.	2	4	1	3	10
Sometimes when children are ill, cannot afford a doctor.	3	10.5	2	50.5	42.5
Sometimes when we need medicine, cannot afford it	4.5	5.5	6	24.5	42.5
The hospitals do not have Spanish-speaking doctors	4.5	1	3	58.5	42.5
Need to speak and understand English better but don't know where program is.	6	14.5	25	10.5	42.5
Public welfare payment is too small for needs.	7	2.5	15.5	24.5	1
Are afraid to go to the hospital.	8	30.5	26	50.5	42.5
Hospitals often ask too many personal questions.	9.5	39.5	35	38.5	42.5
Need to speak and understand English better but can't afford program.	9.5	13	4	24.5	42.5
Children are not learning Spanish in schools.	11.5	39.5	37	38.5	10
Need program for high school dropouts.	11.5	5.5	22	50.5	42.5
The clinics do not have Spanish-speaking staff.	13	39.5	5	58.5	6

*NOTE: Item 1 ranked as Number 1 priority by clients drawn from the Department of Public Aid, as 2.5 by clients drawn from the Social Security Adm, as number 11 by clients from the Health Clinics, as 10.5 by College Students, and as 18.5 by parents of children in bilingual/bicultural headstart, day care or educational programs.

Table 38, cont'd

ITEM	Public Aid	Social Security Admin.	Clinic	College	Parents
Public Welfare payment is often delayed or does not come at all.	14	34.5	38	10.5	18.5
Need a college education but don't know how to get it.	16	19.5	20	10.5	18.5
Need Spanish-speaking staff at Social Security agency.	16	9	14	10.5	18.5
Do not know where public welfare agency is.	16	45	29	50.5	42.5
Public welfare agency staff asks too many personal questions.	18	52	50.5	38.5	42.5
Need a college education but can't afford it.	19	7.5	9	24.5	2.5
Social Security payment is too small for needs	20.5	7.5	46	10.5	18.5
Sometimes feel unwelcome at public welfare office.	20.5	60	49	38.5	42.5
The clinics do not have Spanish-speaking doctors.	22	10.5	31	38.5	10
The hospitals do not have Spanish-speaking intake staff.	23	27.5	12	50.5	2.5
Do not understand what welfare can do.	24	52	17.5	10.5	18.5
Need a high school education but can't afford it.	25	19.5	19	10.5	18.5
Need more Spanish-speaking teachers in elementary schools.	26	22.5	7	10.5	18.5
Sometimes when children are ill, do not know where to find a doctor.	29.5	34.5	32	1	42.5
Cannot afford transportation to hospitals.	29.5	19.5	57	58.5	42.5

Table 38 cont'd

ITEM	Public Aid	Social Security Admin.	Clinic	College	Parents
Need a high school education but do not like to travel out of neighborhood to get it.	29.5	57.5	23	24.5	42.5
Need day care services but don't know where to find them.	29.5	22.5	8	10.5	18.5
Do not understand what Social Security can do.	29.5	16.5	41	24.5	42.5
Do not know where a Social Security agency is.	29.5	39.5	33	24.5	42.5
The hospitals do not have Spanish-speaking nurses.	35.5	19.5	10	38.5	42.5
The clinics do not have Spanish-speaking nurses.	35.5	14.5	21	38.5	42.5
Clinics often ask too many personal questions.	35.5	49	44.5	50.5	42.5
Need to speak and understand English better but don't want to travel out of neighborhood for it.	35.5	16.5	15.5	24.5	10
Need more Spanish-speaking teachers in high school.	35.5	12	13	24.5	42.5
Social Security staff asks too many personal questions.	35.5	39.5	56	24.5	42.5
Are afraid of innoculation clinics.	39.5	57.5	50.5	38.5	42.5
Cannot afford transportation to public welfare agency.	39.5	27.5	58.5	50.5	42.5
Cannot afford transportation to clinics.	41	24.5	44.5	24.5	42.5
Need day care services but cannot find transportation to them.	42	45	48	38.5	42.5

Table 38 cont'd

ITEM	Public Aid	Social Security Admin.	Clinic	College	Parents
Children are not learning English in the schools.	44.5	57.5	52.5	24.5	18.5
Need day care services, but want one run by Spanish-speaking.	44.5	45	24	50.5	4
Need to speak and understand English better but can't find transportation to program.	44.5	57.5	47	50.5	42.5
Do not like to ask for public welfare.	44.5	54	42	24.5	42.5
Do not know where hospital is.	47	24.5	36	58.5	42.5
Do not know where clinics are.	48.5	49	34	50.5	42.5
Feel unwelcome at Social Security office.	48.5	57.5	30	24.5	42.5
Sometimes when we need medicine, do not know where to get it.	50.5	34.5	39.5	24.5	42.5
Need a high school education, but can't find transportation to program.	50.5	27.5	54	38.5	42.5
Do not qualify for Social Security assistance.	52	34.5	52.5	3	18.5
Need day care services but can't afford them.	53	39.5	17.5	3	6
Need a high school education, but don't know where to get it.	54	45	28	50.5	10
Cannot afford transportation to Social Security Office.	55.5	20.5	58.5	38.5	42.5
Do not like to ask for Social Security	55.5	49	55	24.5	42.5

Table 38 cont'd

ITEM	Public Aid	Social Security Admin.	Clinic	College	Parents
Need more Spanish-speaking staff in colleges.	57.5	27.5	27	10.5	42.5
Do not qualify for public welfare assistance.	57.5	34.5	43	50.5	18.5
Do not know that innoculation clinics exist	59	45	39.5	24.5	42.5
Social Security payment is often delayed or does not come at all.	60	52	60	10.5	6

Chapter VII

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

This chapter will focus upon an overview of the findings, conclusions and recommendations which were generated by the needs assessment effort.

Conclusions Regarding the Sample and Population

Based upon the nearly 700 usable questionnaires, several inferences can be drawn about the Spanish-speaking in Chicago, and the rate of increase in the size of the population.

(1) The Puerto Rican and Mexican American Population

Puerto Ricans and Mexican Americans were found in the sample in almost equal numbers, precisely as would be predicted from the 1970 Census data. Mexican Americans were more frequently found in health programs; Puerto Ricans in social services and welfare-related programs. They were found in almost equal numbers in the education programs.

(2) The Cuban Population of Chicago

The 1970 Census indicated that approximately 8% of the Spanish-speaking in Chicago were Cuban; Cubans comprise less than 5% of the sample of this study.

There are several reasons which support the contention that the relative number of Cubans who are receiving HEW-supported services is less than one would predict on the basis of probability theory. First, the Cuban population who came to Chicago in the Castro era were older, generally past child-bearing years, and relatively well-trained in a technical/professional sense. It seems likely that now they would have less need for educational services, particularly for their children. Second, because of their generally higher level of employability due to their training, it is less likely that they would now be in need of either education or Public Aid. The Cubans who were identified in this study, with one exception, were clients of health and welfare-related programs. Third, it seems reasonable to believe that the Census count of Cubans is more accurate than for Puerto Ricans and Mexican Americans since the Cuban tends to be a more well-educated group, their numbers, in absolute terms, are greatly less, and they are a relatively well-established population in Chicago. Thus, to the extent that the other Spanish-speaking populations in Chicago were undercounted in the 1970 Census, the relative proportion of Cubans in a selected sample of this type could be expected to be less.

(3) Other Spanish-Speaking Populations

A major finding relates to the extensive number of "Other Spanish-speaking" persons included in the sample. Approximately 17% of the sample was composed of immigrants from Latin American countries. This was a much greater percentage than was predicted from available data. The majority of these respondents were found in programs of health-related services. This is certainly related to the age of these individuals, the majority of which were either young adults studying in the United States, or older immigrants well beyond child-bearing age. One interpretation of this phenomena which was encountered was that the adult, Latin American who is married and who chooses to raise a family encounters numerous financial and emigration difficulties in coming to the United States. Since they do not have children they do not need "educational services". Similarly, since most do not qualify for either Social Security benefits or Public Aid, they are not found in those rosters. Our data indicates that these "Other Spanish-speaking" residents represent a substantial subset of the Spanish-speaking population in Chicago and any programs designed for the Spanish-speaking should reflect the diverse cultures represented by this category of individuals.

(4) Immigrancy of the Spanish-Speaking Population

More than 90% of the sample reported that they were born somewhere other than the continental United States. Eighty-five percent (85%) of the Mexican Americans report that they were born in Mexico. It was impossible to determine from the available data how many of these Mexican Americans came to Chicago as "settle-outs" from the rural, agriculture migrant stream, and how many came directly from Mexico specifically to seek employment in Chicago. However, the number of Texas-born Mexican Americans in the sample was substantially less than the investigators had anticipated on the basis of their experience with migrant and seasonal farmworker programs in the Midwest. Authorities and experts in these programs have long proclaimed Chicago as a major "settle-out" center for the Mexican American migrant and seasonal farmworker from Texas. One interpretation is that the Texas-born Mexican American is more likely to return to his family home in Texas at the end of the season, while the Mexican National who enters Texas to join the migrant stream is more likely to settle out and seek employment in a large urban center like Chicago. This explanation is conjectural, but would explain the data configuration obtained from the surveys.

More than 30% of the sample had lived in Chicago for three years or less and consequently were not included in

the 1970 Census for Chicago. This computes to a 43.4% increase in the sample over those who reported living in Chicago three years or more. This data must be interpreted judiciously; however, it strongly supports the contention that the Spanish-speaking population in Chicago is continuing to grow at impressive rates.

(5) The Sample Displayed a Low Educational Achievement Level.

Over 75% of the sample reported a "less than high school graduation" level of attainment. Nearly one half report "less than 8th grade". Based upon the data "adult education" must be considered as a primary need of the respondents.

(6) The Spanish-speaking Population of Chicago is not proportionally represented in a number of areas such as, higher education enrollment, high school graduates, public school teachers and administrators, professionals, and the like.

One example will suffice. The evidence demonstrates that a large number of Spanish-speaking youngsters never begin high school. Of those who do enter high school, a large percentage drop out before graduation. Of the number who do graduate from high school, a very small percentage ever enter college. Of those who enter college, a very small percentage graduate. As a result the number of Spanish-speaking college graduates and professionals in the Chicago area is proportionally very small. A member of the Spanish-speaking Peoples Study Commission, using data drawn from a variety of published sources, estimated that the chances of an 8th grade, Spanish-speaking student in the Chicago Public Schools eventually graduating from a college or university was probably less than 1 in 100; for an Anglo youth of the same level the chances are more like 1 in 10.

The Commission further reported that:

> "Of the 25,854 teachers, 60.1% (15,546) are Caucasian and 37.7% (9,746) are African or Negroid origin, and Spanish surnamed Americans comprise 1.5% of the teachers with a total of 390 . . .
>
> "Of the 514 principals in the system serving the schools, 420 (81.7%) are Caucasian, 90 (17.5%) are African or Negroid origin, . . . 2 are Spanish surnamed Americans."*

*Spanish Speaking Peoples Study Commission: Report to the 78th General Assembly of the State of Illinois (1972). Data summarized from: Racial Survey Report, Teachers, prepared by Bureau of Administrative Research, Chicago Board of Education, September, 1972.

Although data about other professions has not been researched for this study, there is no evidence to suggest that the situation is any different in other professions (law, medicine, public administration, etc.). This lack of representation can be directly traced to the lack of "fair share" educational opportunity for the Spanish-speaking individual.

Conclusions Regarding the Agencies from Which the Samples Were Drawn

The major HEW-supported programs from which this sample was drawn included:

Welfare
Social Security Administration
Health Clinics
Higher Education
Bilingual Programs (Day care, Headstart & Elementary School)

As a general finding, parents of children in bilingual education programs, clients receiving services at the several outreach health clinics of the Department of Public Health, and clients drawn from Social Security Administration files were extremely satisfied with both the responsiveness of the agencies to their needs, and with the staff at the agencies. A majority of clients in every category agreed that the staff at the agency would have been more helpful if they spoke Spanish.

College Students and recipients of Public Aid tended to be more critical of most aspects of these programs and about the staffs at the agencies. For example, 76.5% of the clients of the Department of Public Aid indicated that the staff of the agency was not cooperative.

Conclusions and recommendations regarding the needs assessment

If an attempt were made to sketch a profile of the "typical" Spanish-speaking client of HEW-supported projects and programs in Chicago it might look something like this:

"The typical Spanish-speaking HEW-client came to Chicago from somewhere else--probably Puerto Rico, Mexico, or Central or South America. He/she is poorly educated, generally unemployable in any but the lowest skilled jobs, and verbalizes a need for English-language instruction. He/she is most concerned with finances: the programs and services which they need are perceived as too expensive for them. The agencies they do approach are managed and staffed primarily by non-Latinos, most of whom do not understand either their language

or their culture. Other services which they could use are often "outside" their neighborhood, and they are hesitant to leave the neighborhood for any reason. The Head of Household is likely to be employed (62% were). If a woman, she has a one in four chance of being the Head of Household.

This somewhat over-simplified description suggests a set of recommendations concerning future HEW program efforts.

Recommendation 1:

Procedures which "extend" the services of existing agencies into Spanish-speaking neighborhoods should be expanded.

It is clear from the data that those services which are most likely to reach the Spanish-speaking are those which are located in Spanish-speaking neighborhoods. Respondents report their unwillingness to travel out of their neighborhoods to obtain services which they require.

Recommendation 2:

All agencies which serve the Spanish-speaking, and particularly in the Spanish-speaking neighborhoods should be staffed with Spanish-speaking employees.

Most respondents perceive the need for staff members who speak their language and who are sensitive to their special needs and to their culture. One of the reasons why the Spanish-speaking resident is unwilling to travel out of his/her neighborhood to obtain needed services, is that in doing so he/she is likely to be confronted with Anglo or Black English-speaking staff members who do not understand or who are insensitive to the cultural constraints of the Spanish-speaking.

Recommendation 3:

Special program of professional training and development should be provided for Spanish-speaking participants.

The Spanish-speaking in Chicago are not receiving their "fair share" of professional and educational training. One of the greatest needs identified was associated with the lack of Spanish-speaking professional staff: physicians, lawyers, dentists, nurses, teachers, administrators, counselors, school psychologists, etc.

Nearly twenty years ago, the lack of professionals in education was a major concern and the National Defense Education Act was passed. Universities and colleges responded with intensive recruiting and training programs which, in a matter of a few years, saturated the market. It is the belief of the investigators that a massive program of this type is required to provide sufficient Spanish-speaking professionals at all levels and in all areas where they are now underrepresented. Such a program might authorize and fund undergraduate, and graduate special focus programs for Spanish-speaking students. It appears that an initial prototype could be in education, by recruiting and training to advanced professional levels bilingual teachers, counselors, school psychologists and administrators. Only when these Spanish-speaking professionals join the ranks of the public school system will Latino youth in large numbers be likely to remain in school and be counseled toward higher education.

Recommendation 4:

Special attention be given to the potential and actual Spanish-speaking school dropout.

The attrition rate among Spanish-speaking youth in the public schools is substantial. The precise data are difficult to obtain, but Lucas'[9] study of Puerto Rican high school dropouts has never been officially challenged. Other, more recent data appear to substantiate his findings. A program for potential and actual high school dropouts is needed, and a successful prototype for the latter exists.

The Office of Economic Opportunity, through its Migrant Branch, instituted the Hign School Equivalency Program (HEP) concept in 1967. This program was designed for 17 to 22 year old high school dropouts of migrant and seasonal farmworker backgrounds. Although American Indians, rural Anglos and southern Blacks were included in the target populations, the most frequent participant was the Spanish-speaking Mexican American from the rural migrant stream. These HEP's were residency programs on college and university campuses. Generally, 50 students would be admitted in a program that was highly geared to

[9]Lucas, I. Puerto Rican Dropouts in Chicago: Numbers and Motivations. Paper to the Puerto Rican Social Work Curriculum Development Workshop, New York, May, 1973.

the individual's own ability. GED preparation and pre-vocational preparation and training were included. These programs have been transferred to the Department of Labor, and approximately seventeen (17) are now in operation. The model has been demonstrated as effective. It is recommended that a program of this type be developed specifically for urban, Spanish-speaking, high school dropouts.

A complementary approach to the problem of high attrition from school for Spanish-speaking students would focus on keeping them in school until graduation. The evidence gleaned from the interviews with agency and community representatives indicated that many youngsters were encouraged to drop out of school to assist their parents (often their mother) in gaining sufficient income to manage the home. A scholarship or stipend program which would alleviate these financial difficulties might be useful in this regard.

Recommendation 5:

Consideration be given to establishing one or more vocational education program centers designed specifically for the Spanish-speaking young adult in Chicago.

This recommendation does not grow out of the formal interview with clients so much as it developed from discussions with community leaders and agency staffs. This continuing concern was expressed and reflected the lack of vocational education programs for the Spanish-speaking in Chicago. A number of individuals indicated that the few programs which were available were either Black or Anglo-dominated.

Recommendation 6:

Emphasis be given to communicating program information referencing HEW programs and services to the Spanish-speaking of Chicago in a more effective manner.

Currently communication is carried out in a number of formal and informal ways. There are Spanish language newspapers, Spanish language radio stations, a television station which devotes much of its program to Spanish-language activities, a variety of community based street projects, and special funded programs which have bilingual counselors to assist the Spanish-speaking who are experiencing difficulty in adjusting to the city. Various Catholic parishes have special outreach programs for their Spanish-speaking congregation. Our data suggest that for the most part, the Spanish-speaking residents of Chicago who are in most dire need of special services, are least aware of where

Recommendation 7:

Programs should be implemented which are designed to meet the needs of the Spanish-speaking in the following areas:

A. Education at all Levels:

The population represented by this sample is poorly educated at all levels, but they evidence a strong belief in the value of education. The young adult -- particularly the high school dropout --- and the older, Spanish-speaking resident are probably the most in need of programs such as high school equivalency, adult basic education, vocational education, English language instruction, and the like.

The high school graduate and those who qualify for college admission by examination require scholarship programs which will allow them to achieve higher levels of education and to take their places in the professional heirarchy of Chicago.

It appears that the Spanish-speaking child of early elementary school age is being served by bilingual educational programs. Recent state funding of bicultural bilingual programs is expected to enhance those programs even further.

B. Spanish-speaking representation in all programs for the Spanish-speaking:

Special emphasis should be given to procedures which identify, recruit, employ, and provide in-service up-grading (or training) for Spanish-speaking residents in HEW-supported agencies which serve the Spanish-speaking. A reasonable goal for this effort would be that every HEW-supported program or agency develop a staff which has Spanish-speaking members in the same proportion as the general population. There are some obvious barriers. Many agencies and programs function under a set of employment procedures (e.g., Civil Service Examinations) which mitigate against Spanish-speaking and other individuals who are poorly educated in the English language. It may be necessary to review the criteria of employment to determine if the examinations, etc., are a valid rationale for inclusion or exclusion of individuals seeking employment.

C. Continued provision of needed services for the Spanish-speaking:

The Spanish-speaking resident of Chicago has one thing in common with all poor people: he/she has a set of existing needs which he cannot afford to meet given his/her financial condition. These needs are in the daily medical/dental/health care areas for the family, and in the day care area for his children. For example, the cost of medical

care in its various forms was rated as a high priority by a majority of the respondents. Further, data from the health clinics which are situated in the Spanish-speaking neighborhoods, and from such special projects as the Benito Juarez Health Clinic, indicate that the Spanish-speaking will take advantage of these services if they are available to them and within a reasonable distance from their homes. Because of the relatively high birth rate among this population, health clinics which provide prenatal, maternal, infant and well-baby care should be emphasized. Day care programs provide an early start at education of the Spanish-speaking children, and also provide a greater degree of freedom for parents who want to seek employment, education or training.

Recommendation 8:

HEW agencies and programs which serve diverse ethnic clientele should systematize their record keeping procedures to provide valid and reliable assessment of "fair share" delivery of services.

This study was conceptualized and funded in order to address several basic questions. One of these was: Are the Spanish-speaking in Chicago receiving their "fair share" of HEW-supported services? After 12 months of intensive investigation the tentative answer is No. However, in arriving at this conclusion we encountered extreme difficulty in arriving at valid and reliable estimates of the number of Spanish-speaking being served by the various programs. One difficulty was with the problem of definition: Spanish-surnamed, Spanish-speaking, Country of Birth, Of Spanish Heritage. Different agencies, and often different offices within agencies, employed different definitions. However, a greater problem was that many agencies did not maintain heritage records. Although we understand and are sympathetic to the position of the Office of Civil Rights, if attention is to be given to "fair share" representation within service delivery areas, a data base which attests to this goal is a reasonable procedure to implement.

APPENDICES

APPENDIX A

Detailed Breakdown of Spanish-Speaking in Chicago by Selected Community Area

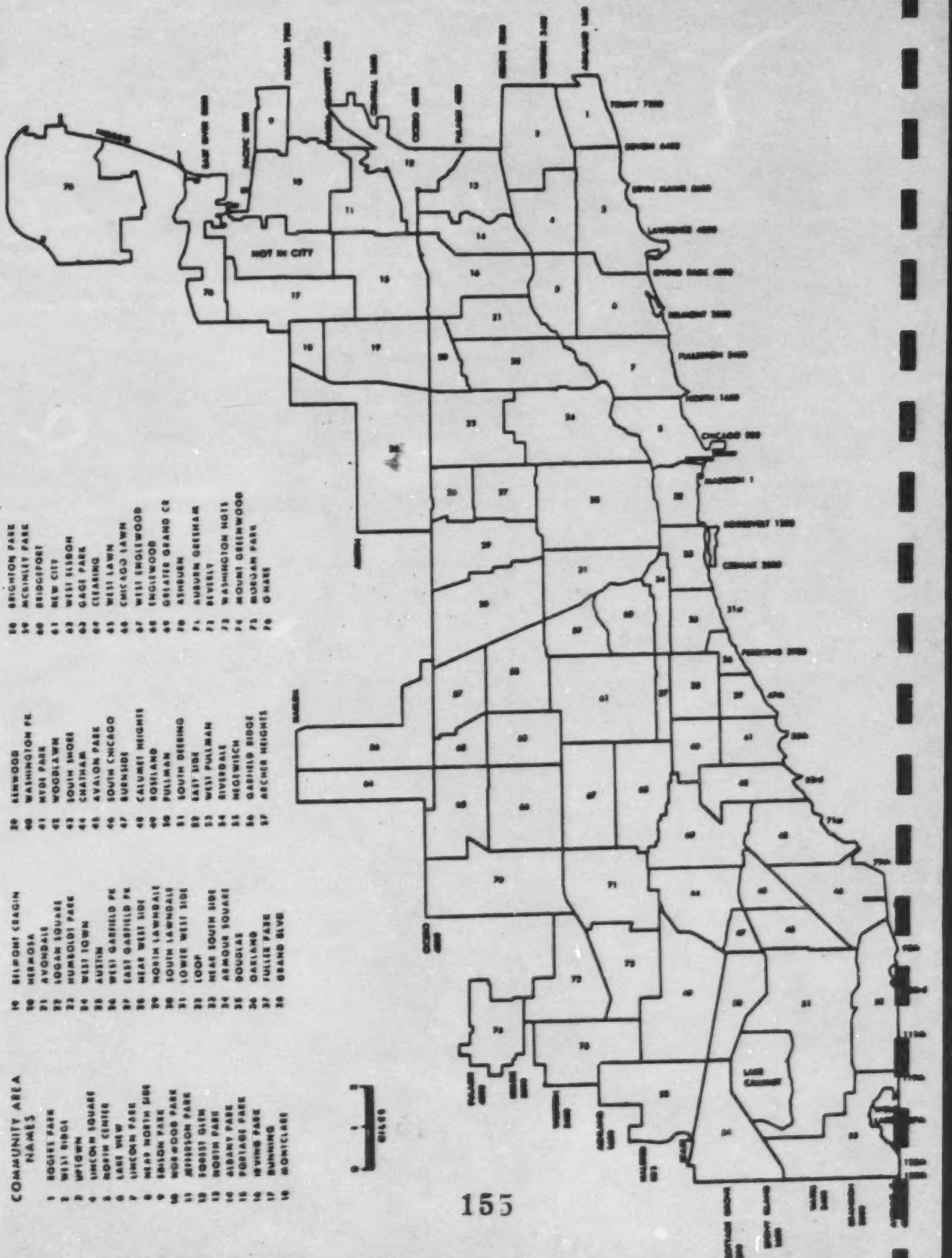
The large scale geographic shifts in Spanish-speaking population described earlier may now be described at the small-area scale of Chicago's officially designated community areas. Ten of the 76 Community Area's contained 180,200, or three-fourths, of the city's 247,200 Spanish-speaking people in 1970. These data are summarized in A-1. The communities are depicted on the map (Figure A-1).

Table A-1

Chicago Community Areas with Major Spanish-Speaking Residents

Number	Community Area	Spanish-Speaking Population	% of Total Population
24	West Town (East Numboldt Park)	48,900	39.2%
31	Lower West Side (Pilsen)	24,463	55.0%
30	South Lawndale	20,044	31.9%
22	Logan Square	15,765	17.8%
6	Lake View	15,504	13.5%
3	Uptown	14,814	10.9%
46	South Chicago	11,906	26.1%
23	Humboldt Park	11,122	15.5%
7	Lincoln Park	9,880	14.6%
61	New City (Back-of-the-Yards)	7,811	12.8%
	Remainder of Chicago	67,134	2.5%
	Chicago Total	247,343	7.3%

Figure A-1


COMMUNITY AREA NAMES
1 ROGERS PARK
2 WEST RIDGE
3 UPTOWN
4 LINCOLN SQUARE
5 NORTH CENTER
6 LAKE VIEW
7 LINCOLN PARK
8 NEAR NORTH SIDE
9 EDISON PARK
10 NORWOOD PARK
11 JEFFERSON PARK
12 FOREST GLEN
13 NORTH PARK
14 ALBANY PARK
15 PORTAGE PARK
16 IRVING PARK
17 DUNNING
18 MONTCLARE
19 BELMONT CRAGIN
20 HERMOSA
21 AVONDALE
22 LOGAN SQUARE
23 HUMBOLDT PARK
24 WEST TOWN
25 AUSTIN
26 WEST GARFIELD PK
27 EAST GARFIELD PK
28 NEAR WEST SIDE
29 NORTH LAWNDALE
30 SOUTH LAWNDALE
31 LOWER WEST SIDE
32 LOOP
33 NEAR SOUTH SIDE
34 ARMOUR SQUARE
35 DOUGLAS
36 OAKLAND
37 FULLER PARK
38 GRAND BLVD
39 KENWOOD
40 WASHINGTON PK
41 HYDE PARK
42 WOODLAWN
43 SOUTH SHORE
44 CHATHAM
45 AVALON PARK
46 SOUTH CHICAGO
47 BURNSIDE
48 CALUMET HEIGHTS
49 ROSELAND
50 PULLMAN
51 SOUTH DEERING
52 EAST SIDE
53 WEST PULLMAN
54 RIVERDALE
55 HEGEWISCH
56 GARFIELD RIDGE
57 ARCHER HEIGHTS
58 BRIGHTON PARK
59 MCKINLEY PARK
60 BRIDGEPORT
61 NEW CITY
62 WEST ELSDON
63 GAGE PARK
64 CLEARING
65 WEST LAWN
66 CHICAGO LAWN
67 WEST ENGLEWOOD
68 ENGLEWOOD
69 GREATER GRAND CR
70 ASHBURN
71 AUBURN GRESHAM
72 BEVERLY
73 WASHINGTON HGTS
74 MOUNT GREENWOOD
75 MORGAN PARK
76 O'HARE
NOT IN CITY

As described in Chapter 1 the southwest communities (CAs 30, 31, and 47) tend to be Mexican, the northwest communities (CAs 22, 23, and 24) tend to be Puerto Rican, and the North communities (CAs 3 and 6) tend to be Cuban. Table presents the 1970 population by the 76 community areas of the Spanish-speaking, Mexican, Puerto Rican, and Cuban population.

Table A-2

National Origin of Spanish-Speaking Persons of Foreign Stock (1st and 2nd Generation): Community Areas, City of Chicago, 1970

COMMUNITY AREA #	TOTAL SPANISH SPEAKING	PUERTO RICAN	MEXICAN 1st Gen.	MEXICAN 2nd Gen.	CUBAN 1st Gen.	CUBAN 2nd Gen.	OTHER LATIN AMERICAN 1st Gen.	OTHER LATIN AMERICAN 2nd Gen.
01	2802	134	136	232	639	121	853	174
02	1129	76	48	85	142	0	302	61
03	14814	2386	1720	1208	3789	670	2401	424
04	1995	138	149	89	610	55	368	100
05	2127	710	77	151	328	72	158	33
06	15504	7252	1373	996	1605	270	1314	491
07	9880	5114	1170	1157	289	93	355	60
08	2227	1018	244	190	7	0	199	96
09	38		0	0	0	0	0	12
10	281	15	13	32	0	0	15	22
11	115	39	0	5	0	0	32	5
12	82		6	35	6	0	0	0
13	391	47	7	24	53	25	68	24
14	2852	447	239	375	556	70	310	101
15	670	13	192	104	21	31	64	71
16	1596	350	135	170	36	25	164	149
17	345	42	17	18	50	43	50	26
18	81	7	5	11	0	0	12	15
19	666	88	16	62	57	12	103	58
20	777	167	135	129	27	0	85	27

Table A-2 Cont'd

COMMU-NITY AREA #	TOTAL SPANISH SPEAKING	PUERTO RICAN	MEXICAN		CUBA		OTHER LATIN AMERICAN	
			1st Gen.	2nd Gen.	1st Gen.	2nd Gen.	1st Gen.	2nd Gen.
21	1645	501	162	191	299	14	85	57
22	15765	7809	1479	1326	1728	235	881	123
23	11122	7153	937	922	337	44	496	127
24	48900	33166	3478	3857	466	24	1369	277
25	4577	752	474	907	307	57	455	178
26	344	63	59	49	0	0	0	4
27	534	264	5	15	0	7	33	24
28	6989	957	2369	1764	37	23	235	94
29	1501	271	373	371	0	0	41	79
30	20044	1806	6588	6253	106	71	489	82
31	24463	2211	7894	8229	68	0	89	62
32	83	6	8	8	0	0	7	8
33	131	71	9	0	0	0	39	11
34	796	36	261	269	10	8	23	11
35	588	35	28	58	0	8	176	137
36	125		8	0	0	0	17	14
37	58		10	16	0	0	0	0
38	451		1	16	0	0	100	79
39	275	25	0	0	6	0	53	84
40	197	7	0	10	0	12	46	39
41	882	156	36	15	26	15	315	122
42	710	176	15	0	0	0	229	118
43	1173	96	171	230	5	16	490	232
44	519	86	5	0	20	18	232	263
45	283	41	17	18	0	0	117	34
46	11906	1416	2915	4257	0	15	325	130
47	251	17	47	60	0	0	0	0
48	1631	127	323	631	0	0	133	169
49	1215	30	160	261	8	10	122	140
50	293		93	68	0	0	14	22
51	3220	223	714	1064	0	0	45	38
52	807	79	105	236	0	0	12	25
53	1476	22	256	433	41	4	99	38
54	157	32	20	23	0	0	7	9
55	392		25	97	0	0	37	0

Table A-2 Cont'd

COMMU-NITY AREA #	TOTAL SPANISH SPEAKING	PUERTO RICAN	MEXICAN		CUBA		OTHER LATIN AMERICAN	
			1st Gen.	2nd Gen.	1st Gen.	2nd Gen.	1st Gen.	2nd Gen.
56	971	29	56	247	60	20	24	71
57	178	13	0	43	0	0	4	0
58	2329	151	565	722	41	12	120	59
59	970	78	149	309	0	0		5
60	4418	268	713	1577	0	0	62	64
61	7811	1001	2127	2492	28	0	195	65
62	283		34	132	24	8	10	4
63	376	7	44	111	0	0	31	7
64	671	30	36	126	16	18	30	71
65	144		0	48	0	0	0	6
66	522	92	47	64	11	11	69	22
67	1977	449	236	431	16	20	136	117
68	1740	1069	46	41	4	0	115	132
69	501	7	15	6	0	0	124	62
70	578	20	12	110	0	0	8	20
71	909	8	14	49	0	7	352	128
72	122	7	0	6	9	0	4	15
73	570	24	4	19	15	7	88	55
74	57	6	7	6	0	0	6	20
75	176		6	28	5	16	58	63
76	108	22						

HOUSING AND HOME OWNERSHIP

Persons Per Room and Per Household

If the definition of overcrowding as more than one person per room is accepted, Spanish-speaking households are more than twice as overcrowded as all households in Chicago (24 versus 10 percent) and are one-third more overcrowded than black households (18 percent). Overcrowding varies with family size. For Spanish-speaking households, 4 percent of 2- and 3-person households and 74 percent of households of 6 or more persons are overcrowded. In each category except the last, Spanish-speaking households are about twice as overcrowded as all households.

The average Spanish-speaking household is substantially larger than Black and all households (3.7 versus 3.0 and 2.4 persons). Only a tenth of the Spanish-speaking households are one-person households compared to a fifth of Black households and a fourth of all households. At the other end of the range, households of 6 or more persons make up a fifth of Spanish-speaking households but only a tenth of all households.

One-fourth or more of Spanish-speaking households are overcrowded in Uptown (25 percent), West Town (27 percent) and Lower West Side (31 percent). On the other hand, Uptown has many more one-person households (15 versus 8 and 13 percent) and fewer households of 6 or more persons (12 versus 25 and 29 percent) than West Town and Lower West Side (See Table A-3).

Ownership, Size and Age of Structures

About one-fifth of Chicago's Spanish-speaking households own their home, compared to a fourth of Black households and a third of all households. The proportion of homeowners among Mexicans is more than twice that of Puerto Ricans (24 versus 11 percent). Spanish-speaking owner homes tend to be older, smaller, lower-valued, and are more likely to be a two- or three-flat than other owners' homes. Average home value in 1970 was $15,400 for Puerto Ricans, $16,900 for Mexicans, $17,800 for all Spanish-speaking, $19,400 for Blacks, and $21,200 for all Chicago homeowners. (See Table A-4)

Only a tenth of Spanish-speaking households live in a single-family house, compared to a fifth of Black households and a fourth of all households in Chicago. On the other hand, half of all Spanish-speaking households occupy 2-, 3- and 4-flats compared to a third of Blacks and all households.

Table A-3

Housing Characteristics of Spanish-speaking Households Compared to Black and Total Households, Chicago City and SMSA: 1970 (Percentage Distribution)

	Spanish-Speaking		Black Households		Total Households	
	Chicago	SMSA	Chicago	SMSA	Chicago	SMSA
Persons Per Room						
1.00 or Less	76.3	76.4	82.0	81.7	90.1	91.8
1.01 to 1.50	17.5	17.0	12.8	13.0	7.3	6.4
1.51 or More	6.2	6.5	5.2	5.3	2.6	3.6
Persons Per Households						
1 Person	10.7	9.3	19.7	19.0	24.8	18.7
2 & 3 Persons	36.5	36.4	39.1	39.0	44.8	45.0
4 & 5 Persons	31.4	32.2	23.7	24.0	20.3	25.3
6 Persons or More	21.4	22.0	17.5	18.0	10.2	11.1
Median	3.7	3.7	3.0	3.0	2.4	2.7
Units in Structure						
1	10.8	21.7	19.0	22.4	23.6	47.1
2 to 4	48.6	43.4	33.1	32.8	34.9	24.1
5 or More	40.7	35.0	48.0	44.8	41.5	28.8
Year Structure Built						
1960 to 1970	4.5	10.2	10.6	11.9	10.6	21.0
1950 to 1959	4.7	8.5	11.6	7.8	11.4	19.8
1940 to 1949	13.3	12.9	17.6	17.2	11.5	10.8
Before 1940	77.6	68.4	60.2	58.3	66.5	48.4
Households Lacking						
Plumbing	4.4	4.2	4.6	4.6	3.3	3.0
Central Heating	36.9	30.7	9.7	10.3	14.6	9.6
Automobile	42.8	35.3	49.7	47.3	37.0	23.2
Clothes Washer	52.4	50.7	59.6	58.1	46.5	34.9

Fewer than a tenth of Spanish-speaking households occupy housing built less than 20 years ago, compared to a fifth of black and all Chicago households. On the other hand, almost four-fifths of Spanish households live in housing over 40 years old, compared to three-fifths of black households and two-thirds of all Chicago households.

Uptown has a much higher proportion of Spanish-speaking occupied housing under 20 years old (15 percent) than West Town (6 percent) and Lower West Side (4 percent). Three-fourths or more of the Spanish-speaking households in all three communities live in housing over 40 years old (76, 76 and 85 percent). The proportion of Spanish-speaking households occupying single-family and duplex units is much lower in Uptown (9 percent) than in West Town (17 percent) and Lower West Side (21 percent). Two-fifths of the households in Uptown live in buildings with 20 or more apartments compared to 3 percent in West Town and one percent in Lower West Side.

Housing Expenditures

Mexican households paid an average monthly rent of $76 in 1970, $18 less than Puerto Ricans, $30 less than English-speaking whites and $34 less than Blacks. The average Mexican-owned home cost $16,900, about $5,000 less than the average English-speaking home.

Considering all Chicago Spanish-speaking households, average monthly rent was $91 and average home value was $17,800 in 1970. Spanish-speaking renters paid a smaller portion of their income for housing than all Chicago households -- 31 versus 39 percent spending over 25 percent of income on rent, and 19 versus 25 percent spending over 35 percent of income on rent. Considering only households earning under $10,000, Spanish-speaking families in this income category spend on the average 24 percent of income on rent, compared to 31 percent for black families and 29 percent for all Chicago families.

Among the 24 communities, Spanish-speaking median rent was highest in Uptown ($119) and lowest in Lower West Side ($67). In West Town it was $86. For Spanish-speaking households, 30 percent pay more than 35 percent of income on rent in Uptown, as do 33 percent in West Town and 19 percent in Lower West Side.

Table A-4

Social, Economic and Housing Characteristics of Spanish-Speaking Mexican and Puerto Rican Population, Compared to Total and Population, Chicago City : 1970

	Spanish Speaking	Mexican	Puerto Rican	Black	Total Population
City of Chicago Population	247,857	107,925	78,826	1,102,620	3,366,957
Median Family Income	$8,240	$8,769	$6,934	$7,883	$10,242
Percent in Poverty:					
Persons	17.2	13.2	24.9	25.1	14.5
Families	15.2	10.8	22.9	20.7	10.6
Percent Unemployed:					
Male Labor Force	4.8	4.3	5.2	6.5	4.1
Female Labor Force	8.4	6.4	11.3	7.5	4.7
Percent Home Owners	19.3	24.5	10.7	23.7	34.8
Median Home Value	$17,800	$16,900	$15,400	$19,400	$21,200
Median Rent	$91	$76	$94	$110	$108
Percent Home Owners	27.5	31.6	14.6	26.3	52.9
Median Home Values	$18,900	$17,300	$17,500	$19,000	$24,300
Median Rent	$94	$79	$95	$110	$116

Table A-5

Social, Economic, and Housing Characteristics of Spanish-Speaking Population in Five Largest Spanish-Speaking Cities in the United States: 1970

	New York	Los Angeles	San Antonio	Chicago	Miami
Spanish-Speaking Population	1,278,630	481,668	335,950	247,343	151,914
Percent of Total Population	16.2%	17.2%	51.4%	7.3%	45.4%
Median Age	21.0	23.5	20.0	20.3	35.4
Persons Per Family	3.8	3.9	4.5	4.4	3.6
Percent One-Parent Families	33.3%	22.3%	19.4%	17.3%	17.0%
School Years Completed, Adults	8.5	10.3	7.8	8.7	9.2
Percent Adults Completing High School	20.1%	39.8%	25.0%	27.1%	39.0%
Male Labor Force Participation Rate	71.5%	79.5%	76.6%	84.3%	81.3%
Female Labor Force Participation Rate	28.0%	45.1%	35.7%	43.7%	50.1%
Male Unemployment Rate	6.2%	7.4%	4.2%	5.3%	3.4%
Female Unemployment Rate	7.8%	7.9%	6.2%	7.5%	6.3%
Percent Workers Professionals and Mgrs.	8.0%	13.3%	11.6%	7.9%	11.8%
Percent Factory Workers and Laborers	36.7%	36.8%	29.3%	50.6%	35.1%
Median Family Income	$5,575	$6,241	$6,438	$8,369	$7,116
Percent Families Below Poverty Level	30.4%	15.0%	25.3%	15.6%	17.1%
Percent Households Renting	93.6%	68.7%	37.8%	81.9%	74.7%

Table A-5 cont'd

	New York	Los Angeles	San Antonio	Chicago	Miami
Percent Households Overcrowded	25.4%	24.8%	30.0%	23.7%	33.7%
Median Gross Rent	$93	$99	$64	$110	$120
Median Home Value	$23,700	$21,800	$9,300	$18,900	$17,500
Percent Household Lacking Plumbing	2.5%	2.4%	9.6%	4.4%	4.1%

Population and Housing Characteristics Compared

The 1970 Census provides a wealth of data on the characteristics of Spanish-speaking population and their housing. These data are aggregated by census tract, municipality of 2,500 or more, county, and SMSA for the total population and Negro Population as well as for Spanish-speaking population. But except for population counts, characteristics by national orign are available only for central cities and SMSAs, Chicago and the 6-county SMSA in the case of our area. Moreover, Spanish-speaking population characteristics were not collected in censuses previous to 1970, thus change statistics are not available. The 1960 census, on the other hand, offered many characteristics of Puerto Ricans for the above areas, but these data were not collected in 1970. Thus, except for population counts, no easy comparisons can be made of Spanish-speaking population characteristics between 1960 and 1970

Table A-5 presents summary general, economic and housing characteristics of Spanish-speaking population in Chicago and the four other U.S. cities with the largest Spanish-speaking populations. No analysis is attempted of the differences exhibited among the population and housing characteristics of the five cities since this would require a separate study. The data are merely offered for reference purposes.

Plumbing and Heating

Because of strict building code enforcement, almost all housing units in Chicago have a private bath. Only 4 percent of the units occupied by Spanish and all households, and 5 percent occupied by black households lack plumbing. The proportion of Spanish households lacking adequate plumbing is 10 percent in Uptown, 7 percent in West Town and 6 percent in Lower West Side.

Over a third (37 percent) of Spanish households in Chicago lack central heating, or piped wall and floor heating, compared to 10 percent of black households and 15 percent of all Chicago households lacking such heating. This much higher incidence of lack of central heating is due to the older age of housing occupied by Latins. As examples, only 3 percent of Spanish households in the less mature community of Uptown lack central heating, compared to 48 percent in the much older communities of West Town and Lower West Side.

Slightly over half of Chicago's Spanish households do not own a clothes washer compared to 60 percent of black and 46 percent of all Chicago households. In Uptown, 81 percent of Spanish households, and in West Town and Lower West Side, 59 percent do not own a clothes washer.

Automobile Ownership

In Chicago, 57 percent of Spanish households, 50 percent of black households own one or more automobiles. In Uptown, West Town, and Lower West Side, about half of the Spanish households own automobiles (51, 46, and 45 percent).

The general census does not include data on means of transportation to work and place of work for Spanish-speaking persons. However, the 1970 Census did present such data for the residents of poverty areas in Chicago and 66 other areas in its Employment Survey of Selected Low Income Areas. In addition, the Census Subject Report Series on Journey to Work identifies the place of work of Spanish workers living in Chicago and the suburban ring of the SMSA.

APPENDIX B

OMB #85-S73-025

(1) (2) (3) (4)

HEW AGENCY FROM WHICH CLIENT WAS SAMPLED: _____ (5-6)

Surname: _____

Address: _____

Telephone Number: _____

Residential Area Classification: MA (1) PR (2) CU (3) Mixed (4) (7)

ABOVE TO BE COMPLETED BY INTERVIEW STAFF BEFORE INTERVIEW

Introduction:

Vasquez Associates, Ltd. appreciates your taking the time to answer this questionnaire and thanks you for participating in this information gathering effort. The purpose of the survey is to try to determine what are the most serious and high priority needs among the Spanish-speaking people in Chicago in the areas of health, education and welfare. This survey is being conducted under the auspices of the Department of Health, Education and Welfare.

Please feel free to answer honestly as all information will be treated confidentially.

* *

Presentación:

Vásquez y Associados agradece el tiempo que Ud. toma un contestar este questionar como también su participación en la recolección de esta información, cuyo propósito es determinar cuales son las necesidades mas serias e inmediatas de la comunidad latina en Chicago, en las áreas de salud, educación y servicio social. Este proyecto está auspiciado por el Departmento de Salud, Educacion y Servicio Social.

Por favor, conteste con toda libertad y honestidad; pues la información que Ud. proporcione, es totalmente confidencial.

What is your ethnic background?
Cual es su origen étnico?

___ Cuban (Cubano) (1)
___ Mexican-American (Mejicano Americano) (2)
___ Puerto Rican (Puertorriqueño) (3)
___ Other (Otro) (4) (8)

_____
Specify (Especifique)

What is your age?
Que es su edad?

___ Under 21 (Menor de 21 años) (1)
___ 21-30 (21-30 años) (2)
___ 31-40 (31-40 años) (3)
___ 41-50 (41-50 años) (4)
___ 51-60 (51-60 años) (5)
___ Over 60 (Sobre 60 años) (6) (9)

Which best describes your role? (10)
Cual es su lugar en el grupo familiar?

___ Head of Household
Jefe de la familia (1)
___ Spouse of Head of Household
Esposa del jefe de familia (2)
___ Adult Child or Dependent of
Head of Household
Hijo adulto o dependiente de la
familia (3)

What is your sex? (11)
Que es el sexo del entrevistado?

___ Hombre (1)
___ Mujer (2)

How many years have you resided at your current address? (12)
Cuantos años ha recidido usted en la dirección actual?

___ 1 year or less (1 año o menos) (1)
___ 1 to 3 years (1 a 3 años) (2)
___ 3 to 5 years (3 a 5 años) (3)
___ 5 to 10 years (5 a 10 años) (4)
___ Over 10 years (Más de 10 años) (5)

In how many different places in Chicago have you lived during the past 5 years?
En cuántos lugares diferentes en Chicago ha vivido usted durante los últimos 5 años?

_____ (13-14)

How many years, consecutively, have you lived in Chicago? (15)
Número de años sequidos que usted ha vivido en Chicago?

___ 1 year or less (1 año or menos) (1)
___ 1 to 3 years (1 año a 3 años) (2)
___ 3 to 5 years (3 años a 5 años) (3)
___ 5 to 10 years (5 años a 10 años) (4)
___ Over 10 years (Más de 10 años) (5)

What is the location of your birth? (16)
Dónde nació?

___ Chicago (1)
___ Illinois, but not Chicago (Illinois pero no en Chicago) (2)
___ Puerto Rico (3)
___ United States, but not Illinois or Puerto Rico (Estados Unidos pero no
en Illinois o Puerto Rico) (4)
___ Mexico (5)
___ Cuba (6)
___ Other (Otro lugar) _____ (7)
Specify (Especifique)

What is the current employment status of the Head of the Household? (17)
Qué tipo de empleo tiene actualmente el jefe de la familia?

____ Full time one job (Tiempo completo, un trabajo) (1)
____ Full time, comprised of two or more jobs (Tiempo completo, que comprende 2 o más trajabos) (2)
____ Part time, one job (Medio tiempo, un trabajo) (3)
____ Part time, two or more jobs (Medio tiempo, 2 o mas trajabos) (4)
____ Unemployed (Sin trabajo) (5)

What is the highest educational level obtained by the Head of the Household? (18)
Cuál es el más alto nivel educacional atenido por el jefe de la familia?

____ Less than eighth grade (Menos que el octavo año) (1)
____ More than eighth grade, but less than high school completion (Más que el octavo año pero no completó la educacion secundaria.) (2)
____ High School Graduate (Egresado de la educación secundaria) (3)
____ Some post high school study in college or technical school. (Algunos cursos en la Universidad o Universidad tecnica pero no egresado) (4)
____ College Graduate (Egresado de la Universidad) (5)
____ Other (Otras) (6)

How many different full time jobs has the Head of the Household held during the past two (2) years? (19)
Cuántos trabajos de tiempo completo ha tenido el jefe de la familia en los dos último años?

_____

During the past two years, has the Head of the Household been unemployed? (20)
Ha estado sin trabajo el jefe de la familia en los dos último años?

Yes (Si) ___ (1) No ____ (2)

If yes, for how many months of the past two years has the Head of the Household been unemployed? (21)
Si la respuesta es Si, por cuántos meses en los dos últimos años ha estado sin trabajo el jefe la familia?

____ Not applicable (No es aplicable) (0)
____ Less than 1 month (Menos que un mes) (1)
____ 1 to 3 months (1 a 3 meses) (2)
____ 4 to 6 months (4 a 6 meses) (3)
____ 7 to 9 months (7 a 9 meses) (4)
____ 13 to 18 months (13 a 18 meses) (5)
____ 19 to 24 months (19 a 24 meses) (6)

Describe the primary job held most recently by the Head of the Household: (22-23)
Que tipo de empleo describe mejor el trabajo que actualmente desempeña que recien ha desempeñado el jefe de la familia:

_____

_____

_____

____ Professional Technician (Técnico profesional) (1)
____ Manager or Administrator (Administrador o director) (2)
____ Salesworker (Vendedor) (3)
____ Clerical Worker (Empleado) (4)
____ Craftsman or Foreman (Artesano o supervisor) (5)
____ Machine Operator (Maquinista) (6)
____ Transport equipment operator (Chofer) (7)
____ Non-farm laborer (Trabajador no agricola) (8)
____ Farmer or farm manager (Trabajador agricola) (9)
____ Farm laborer or farm foreman (Empleado agricola o supervisor agricola) (10)
____ Service Worker (Empleado de servico) (11)
____ Private Household Worker (Empleado doméstica (criada)) (12)
____ Head of Household is unemployed (El jefe de familia está sin trabajo) (13)

You have been selected for this survey because you have (here the interviewer indicates the respondent's relationship to the HEW agency identified on page one of the questionnaire.) We want to ask you some questions about (the agency from which he was selected.)

Ud. ha sido seleccionado para este proyecto porque Ud. (ha) o tiene (aqui el entrevistador indica la relacion que tiene el entrevistado con la agencia HEW identificada en la página uno de este cuestionario). Queremos hacerle alguna preguntas acerca (de la agencia de la cual fue seleccionado).

What services do you receive from this agency? (Interviewer should note briefly the types and specific kinds of services.)

Qué servicios recibe de esta agencia? (Entrevistador debe antra en breve que tipos de servicios recibe el entrevistado.)

How far do you live from (the HEW agency)? (24)
A qué distancia vive? (de la agencia HEW)

____ Blocks (Cuadras)
____ Miles (Millas)
____ Minutes (Minutos)

How often do you go to the (HEW agency)? (25)
Con qué frecuencia va a la agencia HEW?

____ Not applicable (No es aplicable) (0)
____ Average of once a year (Promedio - 1 vex al año) (1)
____ Average of twice a year (2 veces al año) (2)
____ Average of once a month (1 vez al mes) (3)
____ Average of twice a month (2 veces al mes) (4)
____ Average of once a week (1 vez a la semana) (5)
____ Three to five times a week (3 o 5 vexes a la semana) (6)
____ Other (Otras) _____ (7)

How do you get to the (HEW agency)? (26)
Cómo llega a la agencia HEW?

____ Not applicable (no es aplicable) (0)
____ Walk (Caminando) (1)
____ Personal Automobile (En automóvil) (2)
____ Travel with member of family (Lo trae un miembro de la familia) (3)
____ Taxi (4)
____ Bus (5)
____ Subway or El (Subway o El) (6)
____ Other (Otro) _____(7)

How long have you been going to the (HEW agency)? (27)
Por cuánto tiempo ha estado yendo a la agencia de HEW?

____ Not applicable)No es aplicable) (0)
____ Just this past month (Desde el mes pasado) (1)
____ Just this past six months (Desde hace 6 meses) (2)
____ For the past year (Todo el año pasado) (3)
____ For the past several years (Por 5 años) (4)
____ For five years or more (por más de 5 años o más) (5)

How did you first learn about this (HEW agency)? (28)
Cómo supo acerca de la agencia de HEW?

On the following set of questions, the interviewer will be instructed to probe and transcribe causes and incidences related to "No" responses:

En la siguiente serie de preguntas, el entrevistador tendrá que enterarse del por qué algunas respuestas no fueron contestadas:

Do you feel this (HEW agency) as a whole was:
Cree Usted que ésta agencia HEW en general (fue): o (fueron):

A.	Responsive to your specific needs	Yes	No	Don't Know (29)
	Comprensiva con las necesidades que Ud. señaló	Si	No	No Responde
B.	Helpful in giving you service	Yes	No	Don't Know (30)
	Útil al prestarle sus servicios	Si	No	No Responde
C.	Courteous in their dealing with you	Yes	No	Don't Know (31)
	Atenta con Ud.	Si	No	No Responde
D.	Helpful in guiding you through red tape	Yes	No	Don't Know (32)
	Útil al guiarle en los trámites a seguir	Si	No	No Responde
E.	Helpful in directing you to the appropriate			(33)
	people to deal with your problems	Yes	No	Don't Know
	Útil en mandarle(o) a las personas apropradas			
	que tenien que ver con su problema	Si	No	No Responde
F.	Understanding of and sensitive to your culture	Yes	No	Don't Know (34)
	Comprensibles a los problemas que se levantan			
	por tener una culture diferente	Si	No	No Responde
G.	Able to understand what your needs were	Yes	No	Don't Know (35)
	Capaces de entender lo que Ud. realmente			
	necesitaba	Si	No	No Responde (36)

Do you feel the staff at this (HEW agency):
Cree Ud. (Usted) que el personal de la agencia HEW:

A.	Was cooperative	Yes	No	Don't Know (37)
	Le ayudó	Si	No	No Responde
B.	Was courteous	Yes	No	Don't Know (38)
	Fueron amables	Si	No	No Responde
C.	Was helpful in giving you information	Yes	No	Don't Know (39)
	Le ayudaron dándole información	Si	No	No Responde
D.	Would have been more helpful if they spoke			
	Spanish to you	Yes	No	Don't Know (40)
	Hubiera sido mejor si le hubieran hablado			
	en español	Si	No	No Responde
E.	Was interested in helping you solve your			
	problems	Yes	No	Don't Know (41)
	Se interesaron en ayudarle a resolver sus			
	problemas	Si	No	No Responde

F. Would encourage people to come to them for help when needed — Yes / No / Don't Know (42)
Aconsejaria a otras personas venir a la agencia cuando necessitan ayda — Si / No / No Responde

G. Gave you enough time and attention — Yes / No / Don't Know (43)
Le dieron atencion y el tiempo suficiente — Si / No / No Responde

Instructions on Ranking Procedure:

I am giving you a set of cards. Each card contains one statement related to a potential problem or need that people like yourself might face. I am also giving you a set of envelopes. We will lay the envelopes in front of you so you can read the headings that are on each envelope. They are:

A. This is a problem facing me in Chicago.
B. This is a problem facing members of my family in Chicago.
C. This is a problem facing the Spanish-speaking people in Chicago.
D. This is not a problem facing the Spanish-speaking in Chicago.

Some of the problem statements may be those which are facing you, your family and the community. However, put the card under the heading in which the problem is most pressing.

(NOW, RESPONDENT SORTS THE SET OF PROBLEM STATEMENT CARDS INTO THE FOUR CATEGORIES.)

Now I want you to go to this first set of cards. (INTERVIEWER points to set of Cards under Heading A.) I want you to look through those cards and stack each card in order of importance. When you are finished, the most important problem should be the first card, the second most important card should be second, and so forth throughout the set.

(NOW RESPONDENT RANKS THE CARDS IN SET A.)

Now, I want you to do the same thing with the set of cards you have placed under Heading B. (INTERVIEWER POINTS TO SET OF CARDS UNDER SET B.) Remember, when you are done, the most important problem statement will be on top, the second most serious statement will be second, and so on.
(NOW RESPONDENT RANKS THE CARDS IN SET B.)

Now I want you to do the same thing with the set of cards you placed under Heading C. (INTERVIEWER POINTS TO SET OF CARDS UNDER SET C.) Do those just the same way.
(NOW RESPONDENT RANKS THE CARDS IN SET C.)

(WHEN RESPONDENT FINISHES, THE INTERVIEWER WILL PLACE A RUBBER BAND AROUND EACH SEPARATE SET OF CARDS, AND PLACE EACH IN ITS APPROPRIATE ENVELOPE.) (THEN HE SAYS:)

As I indicated before, we are in the process of trying to find out what the most important needs are that face the Spanish-speaking residents in Chicago. Now that you have answered our questions, and looked at the problem statements we have developed, are there any that you think we have missed.
(NOTE RESPONSES ON FINAL BLANK PAGE OF QUESTIONNAIRE.)
(WHEN RESPONDENT FINISHES, SAY:)

Are there any other things you would like to tell me, or any questions you would like to ask?
(ITEMS SHOULD BE NOTED ON FINAL BLANK PAGE OF QUESTIONNAIRE.)
(WHEN FINISHED, THE INTERVIEWER SHOULD LOOSELY WRAP THE

QUESTIONNAIRE AROUND THE ENVELOPES CONTAINING THE CARDS, AND SECURE WITH SEVERAL RUBBER BANDS.) (THIS BECOMES THE DATA PACKET WHICH CAN BE DELIVERED DIRECTLY TO KEYPUNCHING AND VERIFYING OPERATORS.)

Thank you for your cooperation, Vasquez Associates, Ltd. and the Department of Health, Education and Welfare really appreciates your help.

(EXIT.)

Instrucciones cómo proceder:

Le voy a dar una serie de tarjetas. Cada tarjeta contiene una declaración relacionada con un problema potencial o una necesidad que una persona como Usted debe afrontar. También le voy a dar una serie de sobres. Pondremos los sobres enfrente de Usted para que pueda leer los sentencias que hay en cada sobre. Las frases son las siguientes:

A - Este es un problema que se me presenta en Chicago.

B - Este es un problema que se presenta a los miembros de mi familia en Chicago.

C - Este es un problema que se presenta a los latinos en Chicago.

D - Este no es un problema que se presenta a los latinos en Chicago.

Alguno de éstos, pueden ser aquellos que se le presentan a Usted, a su familia o a la comunidad. Ponga la targeta bajo el sobre que contiene el problema que Ud. cree es de más urgencia. (AHORA EL ENTREVISTADO SEPARA Y ESCOGE EL JUEGO O SERIE DE TARJETAS QUE CONTIENEN FRASES QUE MENCIONAN PROBLEMAS; EN CUATRO CATEGORIAS.)

Ahora yo quiero que mire esta primera serie de targetas (el entrevistador muestra la serie de tarjetas bajo la letra A.) Yo quiero que ahora Usted revise estas tarjetas y las vaya colocando en orden de importancia. Cuando Usted haya terminado, el problema de mayor urgencia, debe estar en le primera tarjeta y la segunda tarjeta contendra el problema que le sigue en importancia y asi sucesivamente.

(AHORA EL ENTREVISTADO COLOCA LAS TARGETAS EN LA SERIE A.)

Ahora yo quiero que Usted haga la misma cosa con la serie de tarjetas que Usted ha colocado bajo B. (EL ENTREVISTADOR MUESTRA EL JUEGO DE TARJETAS BAJO B). Recuerde que cuando Usted haya

terminado, el problema de más urgencia debe estar encima, en primer lugar; el segundo problema en importancia será la segunda tarjeta y así sucesivamente.

(AHORA EL ENTREVISTADO ARREGLA LAS TARJETAS EN EL JUEGO B).

Ahora, yo quiero que Usted haga la misma cosa con el juego de tarjetas que Usted ha colocado bajo C. (El entrevistador muestra el juego de tarjetas bajo el grupo C). Hágalo de la misma manera. (AHORA EL ENTREVISTADO ORDENA LAS TARJETAS EN EL GRUPO C.)

(CUANDO EL ENTREVISTADO TERMINA, EL ENTREVISTADOR COLOCARÁ UN ELÁSTICO A CADA JUEGO DE TARJETAS, POR SEPARADO Y LOS COLOCA EN EL SOBRE QUE CORRESPONDE). (ENTONCES LE DICE:)

Como le he indicado antes, estamos tratando de averiguar cuales son los problemas de más urgencia que se le presentan a la comunidad latina en Chicago. Ahora que Usted ha contestado nuestras preguntas y ha mirado las frases que presentan problemas, cree Ud. que hemos olvidado algún problema?

(ESCRIBA LAS RESPUESTAS EN EL ESPACIO EN BLANCO EN LA ULTIMA A PÁGINA DEL CUESTIONARIO.)

Cuando el entrevistado termine, digale. Hay algunas otras cosas que Ud. quisiera decirme, o tiene alguna pregunta que hacer?

(LO QUE DIGA EL ENTREVISTADO DEBE ANOTARSE EN LA ÚLTIMA PÁGINA DEL CUESTIONARIO).

(Cuando termine, el entrevistador debera atar o envolver el cuestionario con los sobres que contienen las tarjetas y, asegurarlos con un elástico). Estos seran los datos que seran despachados directamente a la máquina (computadora).

Muchas gracias por su cooperación. Vásquez y Asociados, y el Departmento de Salud, Educacion y Bienestar aprecian sinceramente su ayuda.

Coding Instructions:

When you have finished the interview and the interviewee has completed the card sorting and ordering task, you should record the order of the cards in the following manner:

First take the pile of cards in the packet entitled "This is a problem facing me in Chicago". Using the letters on each card (e.g. WA, EG, GI, etc.) record the cards in the order they have been piled by the respondent in the blanks below under "ME" which are numbered 1 - 30. There may be less, or more, than 30 in the pile, and you may number accordingly.

Then, do the same for the pack in the envelope entitled "This is a problem facing members of my family in Chicago" in the blanks under "MY FAMILY". Finally, complete the recording for the cards in the pile for "This is a problem facing the Spanish speaking in Chicago" in the blanks under Spanish Speaking. When this is completed, you may reuse the cards for the next interviewee.

	ME	MY FAMILY	SPANISH SPEAKING
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

APPENDIX C

GUIDELINES FOR LEADERSHIP IN CONDUCTING NOMINAL GROUP MEETINGS

The Nominal Group of the program planning model is a meeting in which a deliberate structured group process is followed to identify problems or to generate information concerning a topic from a target group of individuals.[1] The structured process includes the following sequence of small-group activity: (a) silent generation of ideas in writing, (b) round-robin listing of ideas on flip chart, (c) serial discussion of ideas, (d) silent listing and ranking of priorities (preliminary vote), (e) discussion of vote, and (f) silent re-rank and rate of priorities. This structured process is critical and is based upon sociopsychological research which indicates this procedure is clearly superior over conventional discussion groups in terms of generating higher quality, quantity, and distribution of information on fact-finding tasks.[2]

The following step-by-step group leader format should be closely followed in the meeting:

I. PREPARATORY TASKS

A. Prepare meeting room. The meetings should take place in a large comfortable room. Three large tables with five to seven chairs around each table should be well spaced near three of the four corners of the room. A large flip chart is placed at the head of each table. (See diagram for meeting room arrangement.)

B. Supplies to be brought to site. Three flip charts or large sheets of paper, three-by-five cards, nominal group forms, three black and three red felt marking pens, masking tape, pencils, coffee, coke for break.

II. LEADER'S INTRODUCTION (10 minutes)

A. Welcome. Leader establishes sincere rapport with group members.
   1. Explicitly request complete cooperation and commitment to the seriousness of the task at hand.
   2. Theme of the meeting is to be "problem minded," not "solution minded."

      Make it very clear that participants must direct attention to problems--not solutions, gossip, status, or position of participants.

B. Purpose. Statement of task: This is the question that all participants are asked to respond to in the meeting. (Experience suggests that the appropriate wording of the task statement is crucial in order to obtain the focused response desired of participants. Prior to the meeting, much serious thought regarding the question, "what information do you really want from the participants?", can guide the program staff in determining the task statement.

C. Clarify task statement.
   1. Pass out nominal (silent) activity forms. (The nominal activity form states the question each participant is to respond to in writing.)
   2. Repeat question--state that specific critical incidents are desired.
   3. Explain the kind of responses desired by using an example outside of participants' culture which they can identify with.

4. Resist further clarification. (To give further examples will bias participants' statement of problems.)

D. Nominal group guidelines. To facilitate fullest participation of all members of the group the nominal, or silent, group exercise will be used. "The process will allow each participant an opportunity to do his homework."
1. Critical-incident responses should be written in short words or phrases --not long paragraphs.
2. Each person will work silently and independently.
3. Again, stress that participants identify only critical-incident problems, not solutions.
4. After the nominal group activity, each individual will be given a chance to discuss what he wrote on his sheet of paper.
5. Again, ask for cooperation and commitment to the task at hand.

III. NOMINAL GROUP ACTIVITY (15 minutes)

A. Procedure. Request participants to begin writing on the "nominal activity forms."

B. Leader caveats.
1. Request participants to think more deeply if they have finished early.
2. Use forceful and direct sanction to those who talk or giggle.
3. State that people who have stopped writing are not to interfere with others (not looking at the violator).

IV. RECORDED ROUND-ROBIN PROCEDURE (30 minutes)

A. Assignment of group recorders. The group leader should act as recorder for the group and write all ideas as presented by the group on a flip chart. If there are more groups than leaders request the leaderless groups to pick a recorder to write items on a flip chart.

B. Procedure.
1. Request participants in the group to present the items which they listed on their nominal forms--one item at a time for listing on the flip chart. (The leader writes each item as stated by the participant on the flip chart without allowing for argument on form and without worrying about overlap. A showing of hands can be used to tally over duplication. Each item is numbered on the flip chart.)
2. Ask participants when their turn comes to alternate columns in listing items from the nominal activity forms.

C. Leader caveats.
1. Group recorders should avoid categorization and redefinition of items.
2. Avoid discussion on items--simply list items on flip chart.
3. Ask participants not to talk out of turn.
4. A show of hands should be used to tally agreements.

V. DISCUSSION (15 minutes)
A. Ask group to discuss items on flip charts for clarification.
B. Do not collapse or condense categories.

VI. VOTING PRIORITIES[3]

A. Listing and ranking priorities (10 minutes).
1. Request each participant to list nominally on three-by-five cards (by name and number) those items on the flip chart he considers most important. One three-by-five card is used for each item listed.

3

2. Request participants to rank their three-by-five cards in order of importance. (Leader should "walk" participants through the ranking process.)
3. Collect three-by-five cards, tabulate votes on the flip chart, and share results with the group.

B. Discussion of ranked priorities (10 minutes).
1. Ask group to discuss this ranking of priorities.
2. Does everyone understand what is meant by each priority?
3. Are there any items on the flip chart that you think should be included in the problem priority list? Why?

C. Re-ranking and rating priorities (10 minutes).
1. Request each participant to nominally (silently) re-rank (by name and number) in order of importance those items on the flip chart which he considers most important.
2. Ask each participant to nominally (silently) rate his re-ranked set of priorities.

> By the rating procedure, each participant is asked to assign and write a value of 100 to his most-important priority card.[4] He then assigns and writes values between 0 and 100 on the other priority cards in his set so as to reflect relative differences in importance between items.

3. The re-rankings and rating of priorities are collected and need not be shared with the group.

VII. CONCLUSION (5 minutes)

A. Collect all materials used during meeting, including 1) flip charts and flip-chart sheets, 2) re-ranking and rating cards (have paper clips or rubber bands available to avoid mixing each participant's priority cards with others).
B. Follow-up: The leader clearly states the reason the information was obtained in this meeting was to more-clearly understand client problems (or critical issues of a problem area). Do not raise expectations of participants to a particular course of action.
C. Participants are thanked, and the meeting concludes.

FOOTNOTES

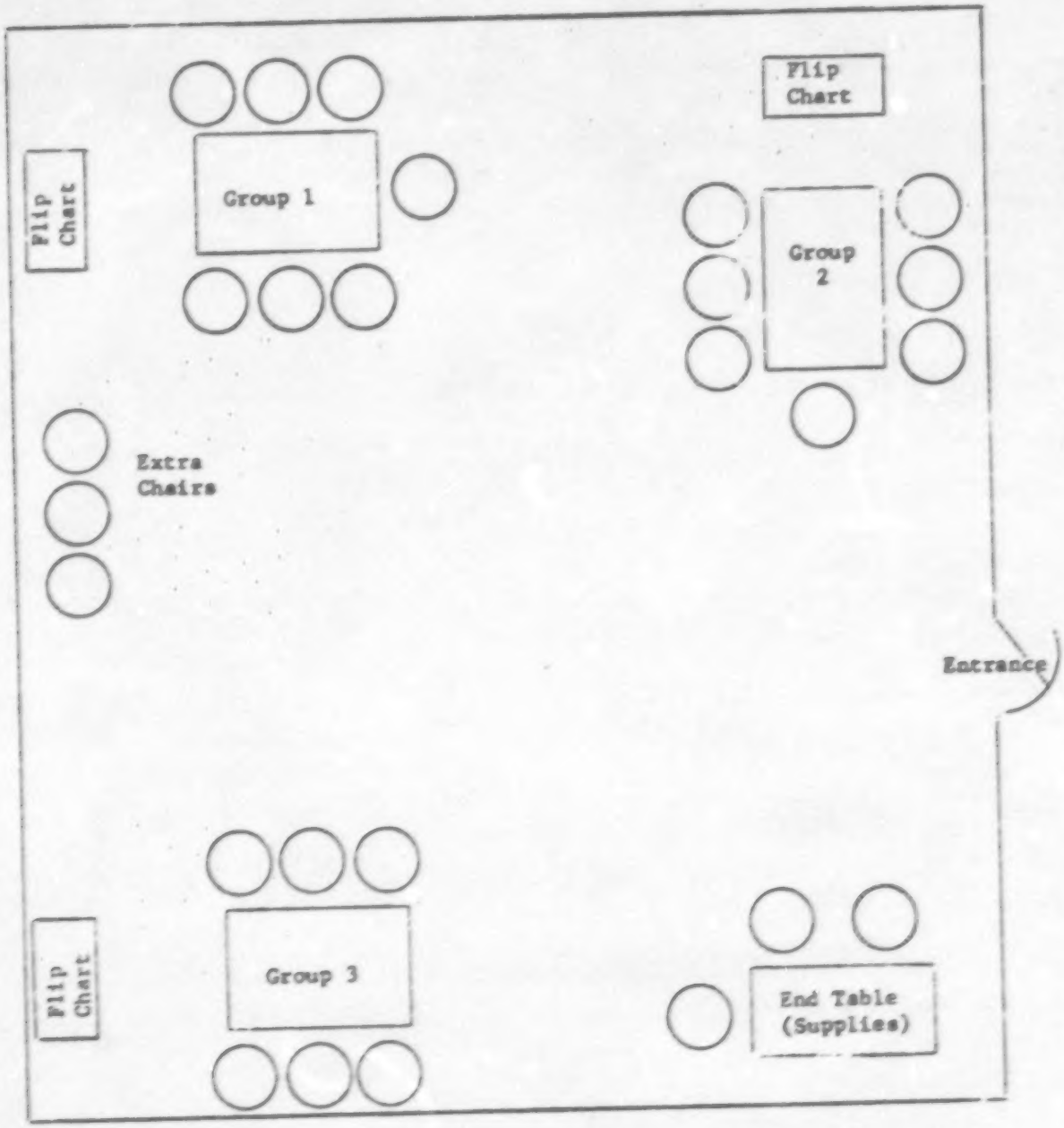
1. A complete description of the program planning model is found in André L. Delbecq and Andrew H. Van de Ven, "A Group Process Model for Problem Identification and Program Planning," Journal of Applied Behavioral Science (September, 1971).

2. A complete treatment of the sociopsychological dynamics of nominal and interacting groups is available in Andrew H. Van de Ven and Andre L. Delbecq, "Nominal and Interacting Groups for Committee Decision-making Effectiveness," Academy of Management Journal (1971).

3. The specific voting procedure depends upon the degree of specificity information desired from the group and the nature of the topic under investigation. If the topic is very general and only preliminary information is desired, a simple listing of priorities is sufficient. If a more-detailed understanding or priorities in order of importance is desired, a ranking of priorities is recommended. Since the rating procedure implies a listing and ranking of priorities, the rating process is outlined in the format. Necessary modifications for just a listing or ranking of priorities is left to the leader.

4. An exemplary rating form that may be used is attached to this Leader Format.

Meeting Room Arrangement



Exemplary Rating Form

_____	_____ 100	Most important
_____	-	
_____	-	
_____	-	
_____	-	
_____	Moderately important	
_____	-	
_____	-	
_____	-	
_____	-	
_____	0	Of no importance

Problem Identification Form

List the organizational or environmental barriers and personal barriers which you anticipate in assessing the needs and identifying the priorities in the areas of health, education, and social welfare for the Spanish-speaking population of Chicago.

Personal barriers (personal feelings and emotions which were barriers)	Organizational or Environmental Barriers